



ARGO

APRIL 1989

BOSTON LATIN SCHOOL

VOLUME XVIII

NO. 3

BLS VETERAN

MRS. McCARTHY



Joselyne Pacifico and Johnny Wu

In January, a valuable part of the Boston Latin School office staff, Mrs. McCarthy, retired. She worked at Boston Latin for over twenty-four years. Although she was in this school for such a long time, a great number of students may still not know her. She witnessed many changes that occurred at BLS. She is considered as one of the veterans of this school.

Q: How long have you worked at BLS?

A: I've been here since October 1964 through January 1989; I've been here for twenty four and a half years.

Q: What is your opinion of the faculty and staff?

A: I think that the faculty and staff are very friendly, cooperative, efficient, professional, and loyal to the school. Mr. Contompasis is a true professional, a very competent and excellent headmaster of his alma mater.

Q: What is your opinion of the school and student body?

A: The school has a good atmosphere. I have always thought that the student body has been excellent and I still do.

Q: Overall, did you like your job?

A: I've always loved my job and have said that I have the best job in the city!

Q: What do you enjoy the most about your job?

A: I enjoyed the challenge of work, administrators, teachers, students, and especially the wonderful office staff.

Q: Through your experiences, what's the most unusual thing you've ever encountered at BLS?

A: The biggest change was when the dress code was eliminated, and

CULTURAL CONSORTIUM AT BLS

Black History Month Appreciation

by Leila Graham-Willis

On Tuesday, February 28, the senior class attended the annual Black History Month Show. The show, sponsored by the African-American Cultural Society, included performances by the Gospel Choir, members of the AACCS and special musical guests. The Gospel Choir sang three songs, "Jesus Lifted Me," "Free," and "Changed." The theme of this year's show was the Harlem Renaissance. With a narration by Samiah Abdul-Basir, performers brought to life such historical characters as Marcus Garvey, Paul Robeson, and Zora Neale Hurston. The speeches ended with a moving recitation of "Black Mother Praying" by Marie Vadrine. The musical guests were the Del-



feyo Marsalis ensemble, which performed two jazz numbers. Once again, the annual Black History Show combined education and entertainment; it helped the students to appreciate the Harlem Renaissance.

* * * *

Chinese Program

During the National Foreign Language Week (March 6-10), a Chinese program was held in the Looney Auditorium. The program was put together by Boston Latin School students, those taking the Chinese courses in particular. The gamut of the events in-

cluded a skit, Chinese folk dances, and a martial arts demonstration.

A skit was performed in Mandarin Chinese by three of this year's seniors: Cindy Prussmann (Pu Xian Dai), Jeremy Duhme (Du Jei Ming), and Kevin So (Su Yong Bun).

Several Chinese folk dances were performed as well. These graceful and elegant dances included the Fan Dance and the Ribbon Dance. Each dance was representative of a different part of China, as each part of the country has a different cultural color.

BLS was honored to have the Yao Li's Kung Fu Academy visit during the program. The master Yao Li and his students took turns demonstrating different forms. Yao Li demonstrated the use of Tai Chi, the Nine Sectional Whip, and the Tri-Sectional Staff. The students performed the Long Fist, White Crane, and Praying Mantis forms. These were all very good.

* * * *



when girls were allowed to attend Boston Latin School.

Q: What are some of the things that you will miss after you leave?

A: I will miss all the people and students. They have been a great part of my life. I am sure that I will miss the daily routine of getting to school early in the morning.

Q: What are your plans for the future?

A: I plan to live a life of leisure with my family and to spend winters in

Florida. I also plan to learn how to play golf.

Q: Do you have any comments that you would like to add?

A: I am proud to say that I have two sons who have graduated from BLS. One graduated in 1970, and the other in 1975. One is a lawyer and has his own business in Chicago and Florida. My other son is a Vice-President of National Medicare in Waltham, Massachusetts. The school has helped my children to become successful.

Q: If you could sum up everything about your experiences in the school, what would it be?

A: PLEASURABLE!

During the interview, it was found that Mrs. McCarthy is not only nice and friendly, but also caring. She was also full of enthusiasm in doing her job. The ARGO would like to salute Mrs. McCarthy for her long stay and for her hard work. She will be missed greatly.

ARGO FORUM

what's up with the drama club?

A Commentary

by Helen Woo

Although the construction has generally affected all parts of the school, extracurricular activities continue to carry on as usual, except for one - the BLS Drama Club. Most activities meet in classrooms, but not the drama club; drama takes place on stage, not in a classroom. This year, the BLS Drama Club has to work without an auditorium. This is a serious detriment to how the drama club usually runs. Since there is no auditorium, rehearsals have been ripped to shreds and tossed about the school. The auditorium is necessary for actors who need to learn stage direction and projection. The stage crew has also been greatly affected. There is no place for props and sets to be stored. (There used to be ante rooms and lofts in the auditorium which were used for housing.) Ergo, the drama club im

ports their property from Brighton where it is being kept.

So, what is the drama club doing this year to overcome their fated blow? Well, rehearsals are held in classrooms. (They were held in the library for a while, but the Library is currently under renovation.) The stage crew has built a very minimal set. It is being stored in Mr. Izzo's garage.

So, what can the drama club do? Almost nothing. The Looney Auditorium is off-limits for rehearsals. The auditorium in the Annex is locked at three o'clock; drama club rehearsals usually run at least until four o'clock. There's no room in the school to house sets and other drama club materials. Ergo, there is not much the club can do. However, they are trying to put a show together. The first production should be out in late March.

were toxic if inhaled over a long period of time, but non-carcinogenic, escaped. The Office of Environment

ABOUT THE RENOVATIONS

A Commentary

Hilary Krieger & Joanna Liberman

In math class, trying to concentrate on a test while loud banging is heard from below can be considered excruciating. Added to the layers of dust and awful smells of paint fumes, it is beyond hope! I come home coated with dust; white pants become black, and black ones white-notice how the white dust chooses to stick to the black pants and vice-versa. The dust is a problem because it can irritate your eyes, start allergic reactions, enter your respiratory system, cause asthmatic symptoms, and get into food being eaten at school. The noise causes distraction and lack of concentration. It also interrupts classes and interferes with the teacher's ability to teach. The renovation has been going on for the whole school year; however, recently, it has gotten worse. On January 6, due to one of the contractors, by using unauthorized materials, fumes, that

tal Affairs said that the exposure was minimal after the fumes had escaped from the basement and travelled throughout the school. The following chemicals were found in the solvent: xylene, naphthalene, trimethylbenzene, and cumene. All of these are only toxic if inhaled over a long period of time, but fortunately they were not inhaled for very long. Since that date, more students and teachers have been getting sick, even more than normal for the cold season. They have had symptoms such as dizziness, nausea, and headaches. On January 19, forty students went home with these symptoms, but school wasn't shut down because Mr. Contompasis fixed the leaks. The result of these problems was a closing down of the construction site at Boston Latin School. People are worried that incidents, similar to those that occurred in January, will become a health hazard. On a less sour note, it will please you

RENOVATION REACTIONS

A Commentary

by Colleen Breen

It was Monday morning...again. However, this Monday, it was a little more bearable returning to BLS from vacation. Some of the overwhelming sights that welcomed the students were, just to name a few, shiny floors, spotless blackboards and new water fountains. Any other student that entered the building may have found it ordinary, but to BLS students, the sight of a mirror in the bathroom released gasps of joy. Simple pleasures, such as bathroom doors that close-and actually stay closed, and brand new lockers were amongst the other new found luxuries. Although the sixie were in their more than usual state of confusion, even they were content. Some even found the bottom windows in the hall doorway unglazed, so that they could through to the other side, only to be knocked down

by a vicious senior on the other side. It is in order to congratulate all who were involved in making this a success. Although there is much more to come-and many more jack hammers to be heard-I think it will all be worth it, and maybe someday we will actually have gum-free desks. The future students of BLS are very fortunate indeed.

Volunteering is NOT necessarily WORKING

A Commentary

On Friday, March, 10, 1989, Mr. Page called an emergency National Honor Society meeting during R-4 Lounge. Several NHS members gathered in the hallway, wondering what this was all about - after all, how often does the NHS call emergency meetings? Northeastern University was holding a conference (AACD) from March 15 through 18 and the student volunteers from Arlington High School had to cancel last minute. Ergo, the conference committee called Boston Latin's NHS. A handful of the members, and a few nonmembers, went down to the Copley Marriot to volunteer their services. Uncertain of what to expect, the group encountered infinite stacks of papers and pamphlets waiting to be collated on "endless rows" of tables. At first, this task of stuffing the articles of paper into a

gray plastic folder seemed tedious and tiresome. Nevertheless, once the members started, time flew. During the course of the afternoon, the students were served delicious cookies and SOHO soda in wine glasses.

Although some members had to drift off to other duties, more than half of the troop stayed until 5:30; in fact, one, Jimmy Chow, volunteered to come back the next day. After a long afternoon, the students were given a small stipend and the NHS received a check for \$120.00.

These students, even those who weren't in the NHS, displayed qualities that every NHS member should have - dedication and the willingness to volunteer at a moment's notice. Volunteering is NOT bad at all; let's all give it a try!

ARGO BOX

Editors-in-Chief

Ann Ambiel
Vincent Lau
Assistant Editor
Michelle Pearse
Business Manager
Anthony Ho
Annex Assistants
Regina Lau
Mable Mui
Faculty Advisor
Malcolm Flynn
Publisher
Charles River Publishing

STAFF

Samiah Abdul-Basir
Colleen Breen
Paul Chin
Sylvia Chu
Trinh Dang
Fannie Fong
Jonathan Glater
Leila Graham-Willis
Nonny Inthasomsack
Hilary Krieger
Solomon Lai
Cindy Lam
Ann Leahy

Carolyn Lee
Tony Lee
Melissa Leung
Joanna Liberman
Dominica Man
Karen Marchione
Dean Mazzone
Megan McCarthy
Michele McCullough
Rachel Miselman
Marie O'Connell
Erin O'Reilly
Mary Pham

Cindy Prussmann
Ann Richards
Elizabeth Sullivan
Tara Sullivan
Lena Tang
Vickie Towe
Vivian Towe
Kathy Wall
Helen Woo
Clement Wu

BLS BULLETIN BOARD

Compute This: BLS #1

by Jimmy Chow

The awards and honors continue to accumulate for Boston Latin School and its students - the latest additions, the Computer Team's two first place finishes in the Citywide Computer Contest, which was held on February 2, 1989 at the Humphrey Center in Boston.

The contest consisted of problems in each of three categories: databases, programming, and spreadsheets. Racing against the clock, each team had to solve as many problems as possible within a certain time. Against tough competition from many other Boston area high schools, the BLS Computer Team fared quite well, finishing first in two of three categories. Team members Ming Dang, Monbil Fung, Diemanh Nguyen, Andrew Stewart, and Karl von Laudermann captured first place in the programming category, while members Ray Chow, Michael Giannopoulos, Kisha Grey, Leslie See, and Amy Wong overwhelmed the competition in the spreadsheet category. Congratulations to the BLS Computer Team for a fine showing!

Chess Team

by Tony Lee

The "A" Chess Team are having a good year. They are guaranteed to at least tie in first place with Weston High School. The members, which include Tommy Lo (the only senior), Mike Szto, Dave Akeson, and Paul Lin with Robert Kwong as an alternate, compiled a 4-4-1 record. The "B" Chess Team are doing just as well. They are unbeaten with a record of 6-0. The members are Kara Zaleskas, Donald Lin, Paul Li, Joseph Moz, and Minh Dang. At this time the playoff dates are not yet known.

Southeast Asian Club

by Trinh Dang

The Southeast Asian Club started this year at Boston Latin School. Most meetings are Mondays or Fridays. Over the Christmas season, such events as a raffle and a dance brought in funds that will go towards the expenses of upcoming events and trips. The club was established in order to allow members to help one another in school subjects and in other school related matters. The Southeast Asian Club also plans to work with the Boston Latin Academy's club. This year, a Lunar New Year's festival was held at Northeastern University, sponsored by the club in association with the Vietnamese

Students' Association(USA). The club's part of this nationwide organization; it is the youngest member of the organization because most participating schools in the USA are colleges. The club hopes to hold school activities in collaboration with the Asian Cultures Club.

Model U.N.

by Marie O'Connell

At first, it seemed a mass of mindless confusion. Then, like a colony of determined ants, the students made their way to their destinations. The 1989 Model United Nations Convention was on its way. The Model U.N. can be viewed from a few perspectives. From the view of the student participant, the convention may be viewed as useless or intriguing. It seems that there is never any real in-betweens. The student participant can either learn from the experience or overlook yet another good opportunity. This convention is an opportunity to present oneself as a student leader. It is a chance to learn the process of diplomatic compromise. In this process, those who show themselves to be emotionally mature will excel. They will grasp the true spirit of the convention - teaching participants to suppress their own opinions in order to represent the views of the country to which they are assigned. This is a difficult assignment. It is not easy to represent views that could possibly be contrary to one's own opinion. To succeed in this venture is to prove one's potential for excellence in representing people, to present oneself as a leader of the future.

When I was first asked to act as moderator to the Model U.N. Convention for freshman students, I admit that I had my qualms. At first, I feared that my project students would be apathetic to my goal plan. Luckily, I moderated a class of enthusiastic delegates, eager to learn and to participate. I left my first convention with a renewed belief in a student's ability to seize opportunities and to excel in his or her efforts.

NHS Tightens Up

by Michelle Pearse

On Tuesday January 24, sixty-eight new members were inducted into the Boston Latin School National Honor Society. As the Main Building's auditorium is presently under renovation the ceremony was held at English High School. Inductees, NHS members, parents, juniors, and seniors, travelled across the street to English High for the ceremony. The guest speaker this year was the president of the Boston Teachers' Union, Ed Dougherty. His advice to students included

"keeping options open," "maintaining a balance," and "taking care of oneself." The senior band, directed by the head of the music department, Mr. Jimmie Jackson, played some musical selections. The faculty advisor of the NHS, Mr. John Page, explained the criteria for the selection of members; the president of the NHS, Vincent Lau, delivered the customary criteria speech; and vice president Megan McCarthy, delivered the pledge. Once the ceremony ended, juniors and seniors returned to the main building for classes, while NHS members, parents of inductees, and the inductees themselves were invited to the cafeteria in the Annex Building for the collation, where doughnuts and coffee were served and where artwork from Mrs. Craddock's Art AP classes was displayed. Despite the "travelling" from building to building, the January Induction of the NHS was a success.

In addition to the recent induction, the National Honor Society has tried to reemphasize membership responsibilities. The officers of the NHS and their faculty advisor have sent a letter to all 131 members of the

NHS: (1) all members should continue their academic achievement and their participation in their extra-curricular activities; (2) members should attend all meetings unless there are extenuating circumstances which should be explained in writing; and (3) members should participate in NHS activities. These include the recent fund raising drive which entailed the sale of one T-shirt by each member and the 1989 NHS MOVATHON scholarship raiser event on April 8. The National Honor Society wants to reiterate to its members their duties, so as to keep them mindful of the fact that being a member of the NHS is an honor and a privilege which should be respected and treated seriously.

HARVARD STUDY PROVES KAPLAN BEST SAT PREP.

Reporting the results of an Independent Harvard Study in the Boston Globe, Tuesday, February 9th, Harvard confirmed what we've known all along.

Analysis of the scores of students using one of four coaching options - Kaplan, Princeton (Review), other schools, or high school - showed the largest point increases among Kaplan students.

If you want the highest SAT score you're capable of, call Kaplan now. We're the best. And we're not the only ones who think so.

 **KAPLAN**
STANLEY H. KAPLAN EDUCATIONAL CENTER LTD.

CLASSES THROUGHOUT SUBURBAN MA.,
(including on the CAPE), MAINE, AND N.H.

Classes forming now

(617) 964-TEST



To a Faithful Teacher

Being a teacher is not a very easy task. It takes a great amount of knowledge of a subject matter, good preparation for a class well in advance, discipline in the class, and, most important of all, patience with the students. Mr. Samuel Soibelman was such a teacher. Mr. Soibelman came to Boston Latin School many years ago and worked faithfully in the Mathematics Department. Although he was remembered as a quiet man, Mr. Soibelman kept a rigid code of discipline. According to one of his colleagues, "To him [Mr. Soibelman] there was only one right answer, for in math it [the answer] had to be right ... no equivocations." Some seniors who had Mr. Soibelman in the Math 8 Honors class remembered him saying, "If you can't take the heat, get out of the kitchen." Besides the Math 8 Honors class, Mr. Soibelman had an assortment of math classes, as well as one or two computer classes. His colleague remarked that, as a teacher, Mr. Soibelman was always attentive, well prepared, and provided his classes with a good background in math. "He [Mr. Soibelman] gave people an opportunity to develop on their own, never fostering his own feelings." Mr. Salvucci, head of the BLS Math Department, commented, "He [Mr. Soibelman] was a good solid teacher, doing a respectable job." Outside of school, Mr. Soibelman gained the respect of his community as well. He had received his ordination as an orthodox rabbi and was very learned in Hebrew religion and literature. Mr. Soibelman was also willing to help others. "He helped me with computers; he's very helpful. He was fantastic with computers!" a colleague commented. Teachers who are so dedicated to their work are hard to find, but Mr. Soibelman was such a teacher; he will be greatly missed.

Mr. Ruffino - LIVING THE LANGUAGE!

by Mable Mui and Olympia Ming

Joseph Ralph Ruffino is a new foreign language teacher at Boston Latin School this year. Mr. Ruffino, with a Sicilian background, was born in New Orleans, Louisiana. He attended Tulane University, where he studied French, Spanish, cinema, theatre, and drama. He has taught for more than a quarter of a century in various places: New Orleans, California, western Massachusetts, Catalina

learn. He is hoping to draw students away from the totally grammatical approach of studying a language and to help them use it as a "living" experience. Mr. Ruffino believes that language studies are important. It opens a new culture to a student and promotes understanding of other people. Presently, he is taking graduate courses at the University of Massachusetts in the Creative and Criti-

finish his novel based on a character in New Orleans. He is also planning to finish and publish a book of poetry. Besides teaching and writing, Mr. Ruffino collects first editions of rare books and has phonograph records dating back to 1903. Mr. Ruffino is greatly interested in the Chinese culture, the language, and the cuisine. Among his many goals, Mr. Ruffino intends to stay at BLS and

REMAINDER OF LIST CONTINUED FROM NEXT PAGE.

MR. SALTERIO
MR. SALVUCCI
MS. SANTAMARIA
MS. SANTIAGO
MS. SAUNDERS
DR. SCHEUFELE
MS. SHANNON
MS. SHEA

MR. SHERIDAN
MS. SHEVLIN
MR. SHLUZAS
MR. SIAGEL
MR. SLATTERY
MR. SMITH
MS. SPENCER
MR. SPILLANE
MR. STENGEL
MR. STEVENS
MR. SULLIVAN

MR. TARPEY
MR. TEDESCHI
MR. TORRES
MS. TRUONG
MR. TURPIN
MS. VALENTIN
MR. VANDERBECK
MR. WALDRON
MR. WALSH
MS. WALTER
MR. WELLINGS

DR. WHITE
MS. WIGHT
MS. WILLIAMS
MS. WILSON
MS. WOODWARD
MR. WOODWORTH

(OUR APOLOGIES FOR ANY ACCIDENTAL OMISSIONS.)

FINE·LIGHT
PHOTOGRAPHY BY MIKE RYAN

(617) 770-1890

165 BEALE STREET
QUINCY, MA 02170

1-800-212-8756

(617) 893-5466



Paradise Limousine

ALLAN L. CICCONE Jr.
OWNER · OPERATOR

Waltham, Massachusetts (617) 893-LIMO

IN LOVING MEMORY OF MS. DIANE RICCI

This past December, Boston Latin School lost a vital member of its staff, Ms. Diane Ricci. For those who did not know her well, she was often referred to as "the art teacher who was the first lady to teach at Latin School." For those who did know her well and were her students, she is remembered for her kindness and devotion.

Ms. Ricci first came to Boston Latin School in 1965. Although she was appointed to another school, she was assigned to Boston Latin School. There was a need for an art program at that time, and Ms. Ricci was Latin School's first introduction to art.

When the art program was just beginning, Ms. Ricci would go around to the homerooms and sign up students to take art during their study periods. Although this was a rather primitive beginning for the art department, Ms. Ricci remained devoted to her students. There were times when she would purchase supplies with her own money in order that the students could complete a project. She supported and respected the work of her students. Mr. Contompasis remarked: "Ms. Ricci was instrumental in the expansion of the art department. She encouraged her students to take advantages of their resources and to express their own creativity."

Ms. Ricci was a pioneer in our school, not only because she introduced the art program, but also because she was the first female teacher in a staff which was historically all men. Ms. Ponte, a member of the faculty who came to Boston Latin School the following year, recalls: "Ms. Ricci had no real difficulty adapting because of her personality. She was kind, caring, and generous. She loved Boston Latin School and the students."

On June 3, 1988 the National Honor Society Induction Ceremony was dedicated to Ms. Ricci. Several years ago, it was Ms. Ricci who introduced the N.H.S. collation which follows the N.H.S. induction ceremony. Ms. Ricci was a very special person who not only touched the lives of her students, but other members of the faculty as well. As Ms. Middleton remarked: "The faculty and students alike were deeply moved by the loss of one of Latin School's finest. She touched the lives of many people. She taught me that every day should be a rich day, and each moment another stroke on the canvas of life."

Diane

When you first came,
No one knew you:
One lady in the midst of men.
Unexpected, you suprised them
Golden hair like the sun.
Uninvited, you charmed them
Into welcome among men.
When you first came,
No one knew you:
One lady in the midst of men.
When there was coldness,
You brought warmth.
When there was darkness,
You bestowed color.
Offered severity,
you presented gentleness.
Handed rebuke,
you granted kindness.
Where there was rancor,
you offered compassion.
When you first came,
No one knew you:
One lady in the midst of men.
And when you left us,
We all loved you:
Our first lady and unforgettable friend.

-Robert G. Waldron
June 16, 1988



A TEACHERS APPRECIATION DAY SALUTE
FROM THE ARGO

MS. AHAD
MR. ANDERSON
MR. AKESON
MS. ASHE
MS. BANKS
MR. BENINATI
MR. BERGER
MR. BINKOSKI
MR. BRONSKI
MR. BROWN
MR. BROWNE
MR. CAHILL
MR. CARROLL
MR. CARTER
MR. CASEY
MS. CHIU
MR. COLBERT
MR. COLEMAN
MR. COLLINS
MS. COLVARIO
MR. CONNOLLY
MS. CONTEH
MR. CONTOMPASIS
MS. COUSENS
MS. CUSSEN
MS. CRADDOCK
MR. CUNNINGHAM
MS. DALY

MR. DEMERIT
MR. DOHERTY
MS. DUJOUR
MR. DURANT
MS. DURKIN
MS. EDWARDS
MR. ESTABROOKS
MR. EVANS
MS. FELLOWS
MS. FERNANDES
MR. FLYNN
MR. FRONTERA
MR. GALLIVAN
MS. GRAHAM
MS. GUTIERREZ
MR. GWIAZDA
MR. HALLORAN
MR. HANNIGAN
MS. HANSEL
MR. HARITOS
MR. HARKINS
MR. HARPER
MS. HAWKINS
DR. HAYES
MS. HUDSON
MS. INSANALLY
MR. IRONS
MS. IVASKA

MR. IZZO
MR. JACKMAN
MR. JACKMAUH
MR. JACKSON
MS. JOHNSON
MS. KARYDAS
MR. KEITT
MS. KELLEY
MR. KELLEY
MR. KELLEY
MS. KEMP
MR. KINSEY
MR. KREINSEN
MR. KRUTTER
MS. KUSSELL
MR. LEARY
MR. LEE
MR. LEITER
MR. LOBOSCO
MR. LOCONTE
MR. LOPES
MR. MAHONEY
MR. MAISEY
DR. MALLOY
MR. MALONEY
MR. MARDER
MR. MATTHEWS
MR. MCCABE

MS. MCCARTHY
MR. MCCLOSKEY
MR. MCCORMACK
MS. MCCOURT
MS. MIDDLETON
MS. MITCHELL
MS. MORANTE
MR. MYERS
MR. NEARY
DR. O'BRIEN
MR. O'MALLEY
MR. ORDWAY
MR. PAGE
MS. PAGOS
MR. POLLOCK
MS. PONTE
MR. POWER
MR. PRATT
MS. RAWDING
MS. REID
MR. REGAN
MR. ROBERTS
MR. ROCHE
MR. RUFFINO
MR. RUIZ

REMAINDER OF LIST CONTINUED
ON PREVIOUS PAGE.

SKIING IN CHAMONIX

by Ann Leahy

EF Educational tours is the host of many worthwhile adventures for young people. During the week of February Vacation, eleven inner city kids, nine from Boston Latin and two from East Boston High, were given the chance of a lifetime - skiing in the French Alps!

The trip had been planned for months, and when the departure date finally arrived, everyone was beside himself with excitement. At Logan International Airport, the group of students from Boston were joined by a group from Marblehead High School. Dr. White, head of the English Department at BLS, and Mrs. Brenda Brown, a teacher at North Quincy High School, were the chaperones of the Boston students. Mr. Jim Farrell was the Marblehead group's chaperone.

The group had a six hour flight to Paris, France. From Paris, they flew to Geneva, Switzerland. Upon arriving in Geneva, they embarked on a three hour scenic coach ride to the French Alpine village of Chamonix.

Due to its location, its healthy climate, and above all, its many splendors beauty, Chamonix has become an important mountain climbing and skiing center of international renown.

After getting settled, touring about the town, and sampling some French patisserie (pastry), everyone got to business and prepared for a week of serious skiing.

After a hearty breakfast of French bread and croissants, everyone headed for the slopes. Chamonix is nestled in Mont Blanc. Although this glacier-formed mountain is Europe's highest peak, it has ski areas to accomodate all levels of ability. A few members of the group took lessons on the less advanced trails. However, by the end of the week, with the aid of adroit European instructors, almost everyone was able to handle the expert runs.

Everyone was usually worn out after a full day of skiing. However, all still managed to sample some of what Chamonix has to offer off the slopes. Night life includes charming French restaurants and bistros. Also, there were discotheques where our American students had the opportunity to meet young people from all over Europe. Other attractions included the Montenner's Railway which departs near the center of Chamonix to an incredible panoramic view of the mountain la Mer de Glace, surrounded by Dru, Verte (green peak), Grandes Jorasses, Auguelles au Taul, au Geant (peaks of the giant), and Charmoz. There is also a zoo that houses mountain species such as chamois, ubex, marmotes, and birds of prey.

The people of Chamonix and those visiting the village from other countries were the group's most valuable asset in learning the customs and cultures of the French, along with those of other countries. Through them, it was possible to experience France completely. Many of the

MORE THAN JUST ACADEMIC SCHOLARS AT BLS

Boston Globe Scholastic Art Awards

by Michelle Pearse

Boston Latin School saw many of its students receive recognition in this year's annual Boston Globe Scholastic Art Awards. They were in competition with students from schools throughout the city of Boston and the surrounding areas. The competition consisted of two divisions - senior and junior - and various categories. Works of all different mediums and techniques were judged.

Senior Samiah Abdul-Basir had the honor of seeing two of her works win recognition. One of her works, a self-portrait done in oil pastels, received a Gold Key. It went on to win a blue ribbon at the state level. She was one of the two hundred and four who were chosen for blue ribbons out of five thousand entries to compete na

tionally. Samiah also won the Holiday Greeting Card contest held among the Boston Public School students. Ninth graders Melissa Brooks and Norman Pemper also won Gold Keys for their works done at the Scholarship Art Classes at the Museum of Fine Arts. They appeared on the show "Ready to Go" to represent the classes.

Other Latin School students who received recognition include Tchaka Cook (Class III), Faye Yee (Class III), and Tommy Wong (Class I).

visiting students made friends with whom they plan to remain in correspondence.

Everyone returned home with such a sense of fulfillment that plans for a trip to St. Anton's, Austria next February Vacation are already in the

process. If you would like to ski in Austria next February Vacation, please contact and leave your name with either Ann Leahy 122 or Ted Donlan 133.

RITZ LIMOUSINE SERVICE OF BOSTON INC

WEDDINGS • PROMS • BIRTHDAYS • SIGHTSEEING

THAT VERY SPECIAL OCCASION CORPORATE ACCOUNTS

SPORTING EVENTS CONCERT SPECIALS

24 HOURS A DAY PROFESSIONAL CHAUFFEURS

277-5400



FEATURING OUR UNIQUE 60" ULTRA STRETCHED MERCEDES BENZ LIMOUSINES

lead hazards at bls and in bps

by Ann Ambiel

Although it has been used in numerous products, lead is a toxic metal known to be harmful to human health if inhaled or ingested. Most lead exposure is from ambient air, soil or dirt from both inside and outside of buildings, food which may have been contaminated by either its packaging or if it has been exposed to ambient air, and water which contains lead from corrosive plumbing. Most lead exposure comes from the lead in the drinking water. The degree of harm of lead exposure depends upon the amount of exposure; effects from exposure to lead may range from minor biochemical alterations to more serious disorders such as severe neurological and toxic effects, damage to the cardiovascular system, damage to the kidneys, or if the exposure is extremely high, possibly death. Young children are particularly susceptible to lead poisoning.

Lead contaminated drinking water is usually a problem in buildings which are either very old or very new. Plumbing installed before 1930 is most likely to contaminate. The front of the main building was built in 1922; the back of the building was completed in 1932. Lead usually enters the water after it has left the local treatment plant or well. Although copper pipes have replaced lead pipes, lead soldering was used until it was banned by the Massachusetts Plumbing Board in June 1985 from use in conjunction with potable water supplies. The most common cause is corrosion, a reaction between the water and the lead pipes or solder. All kinds of water, however, may contain all types of lead.

As of September of 1988 it was determined that Boston Latin School, along with ninety-five other public high schools, middle schools and elementary

schools in the Boston area had an unacceptable amount of lead in its drinking water.

The Boston Public School System plans to reduce the amount of lead in the drinking water so that they are in compliance with the Federal Regulation of .02 milligrams or less of lead per liter at each service. A service point is a bubbler or a tap which is used in a cafeteria.

If the lead in the water is coming from the reservoir, it must then be corrected by the Massachusetts Water Resource Authority. If the lead in the water is coming from the streets, it must then be corrected by the Boston Water and Sewer Commission, and if the source of lead is in or on school property, it must be corrected by the Boston Public School System.

The school system has already taken some steps to insure the safety of its

students; at the beginning of the year, various surveys and information sheets were sent to parents of the students. Beginning on September 6, a three-phase plan suggested by the city began; phase one stated that an immediate resolution be made, bottled water was ordered and placed in schools. Phase two suggested that a short term solution of testing be enacted and various solutions be determined for designated schools by September 23, 1988. The final phase of the plan recommends that a consultant should be hired. It will take about two months before a group decision can be made as to whether a consultant should be hired. The targeted completion date for this phase is August 31, 1990.

The city's goals are to reduce cost, provide a permanent solution, and develop a system which can be properly maintained.

A SCHOOL WITHOUT AN AUDITORIUM

• by Elizabeth Sullivan

Early in January, the renovation of the auditorium had begun. The chairs have been removed and sent to a company in Michigan where they are being repaired to their original state; the wood panelling along the walls, as well as the stage floor, is being refinished; the ceiling is being repaired and painted; the names of prestigious alumni will also be repainted; new royal purple curtains have been ordered for the windows and stage; a new lighting board is being installed; and the portraits of former headmasters are all being restored. However this work takes time, and the auditorium will not be finished at least until next year. Thus, until September, Latin School does not have an auditorium. In a recent interview, Ms. Kelley told the Argo that "the Massachusetts College of Art people have been very cooperative in trying to address our needs as best they can, given the fact that there are many groups who wish to use the (Looney) auditorium." The auditorium space in the Tower Building was not included in the contract between Mass Art and BLS. Different groups, such as Roxbury Community College, neighborhood organizations, and Mass Art students, use the auditorium. The college is also obligated to allow any state agency the use of the Looney since it is a state school.

In order to reserve the Looney Auditorium for club use, Ms. Kelley must have plenty of lead time (one month, preferably two) to schedule it with Mass Art. She

also needs an adult to supervise while students are using the auditorium.

As members of the Drama Club, the National Honor Society, the Afro-American Cultural Society, Public Declamation, and Gospel Choir can attest to, the lack of an auditorium is a very serious matter. Mr. Izzo of the drama club probably said it the best, "IT STINKS!!!!".

Each of these clubs has discovered how dependent we have been on our auditorium. "There was no space to practice," "We went on cold, never even seeing the place!", and "We couldn't have a set because there wasn't anywhere to store it" are all complaints from various clubs.

The National Honor Society had a unique experience this January when the induction had to be held in English High School. "Actually it went much smoother than I anticipated. The only real problem was moving seventy-five chairs over to English High for the band," Mr. Page commented.

"Part of the problem," Ms. Kelley smiles, "is that we are used to having our own auditorium for our use exclusively. Boston Latin is literally a school without an auditorium."



SENIOR POLL: WHAT IS THE IMPORTANCE OF A COLLEGE EDUCATION?

At a time when seniors have just completed all their college applications, the ARGO thought that it was most appropriate ask members of the senior class the reason for their time and effort in trying to get into a college of their choice. The responses varied and were quite surprising in some cases.

WHAT IS THE IMPORTANCE OF A COLLEGE EDUCATION? (Responses are in random order.)

"To learn responsibilities, not to be pampered, to mingle with people.... it's essential to success..." - Jimmy Chow
 "Good background for the future!" - Tommy Lo
 "Preparation for any future career... exposure to all types of people... it helps to deal with others" - Marybeth Walsh

"Show how to exist on your own..." - Anonymous

"Boys!" - Anonymous

"Education for life!" - Suzanne Wilson

"Important in America... helps you to master your skills in getting a well paying job..." - Katy Hanlon

"Lots of money! Great salary!" - Kara McElhinney

"Help society..." - Valerie Anderson

"Find other views of the world..." - Anonymous

"To meet people from all over the country." - Susan Mahon

"Define future goals." - Marybeth Walsh

"So you can buy a nice car ... advance your position in life" - Taran Grigsby

"To be able to function in this world." - Anne Kuriakose

"To keep me out of trouble.... to get a better career.... enhance your education" - Anonymous

"To achieve my fullest potential in learning.... to be in a friendly surrounding" - Ken C. Lee

"None." - Billy Paiz

"Lots of guys.... it must be a co-ed college and co-ed dorms!" - Joan Kingsbury

"I don't want to go to work... so... college." - Anonymous

"to get good skills in order to prepare for future career choice." - Annie Truong

"To make my mother happy." - Jennifer Sellon

"To spend \$80,000 without having my parents yell at me!" - Anonymous

"So that the United States will no longer be made up of 90% of ignorami!" - Anonymous

"In high school you are forced to learn; you are not learning for yourself. It sculpts you into that great piece of art that you'll become." - Megan McCarthy

"I think that college is one of the greatest influences on one kid's life, and when choosing a college, one has to consider not only the education, but also the atmosphere of the school and the kind of person one expects to be after four years at that school. Upon graduation from the chosen college one should be satisfied with the education received and also with him-/herself." - Jonathan Glater

"To grow up... to reach your maturity... to find your outlook on life" - Enrico Giammarco

"...Just a necessary thing... continuation of high school... natural reaction after BLS... it's the whole purpose of BLS." - Rachel Miselman

"To make kids think for themselves." - Ann Richards

"The experience allows you to grow not only intellectually, but also socially." - Lester Allen

"It all depends on what you do. For the price of college you should know what you want to do. ...to get an idea of what you want to do in life." - Walter Apperwhite

"Prepare yourself for any change in the future so that you fully understand it and won't be left in the dark ages as things change." - Anonymous

"To give you a better life. A person needs all the knowledge that one can use. College can develop a better understanding of life." - Dominica Man

"An education that works!" - Anonymous

"... very helpful in your future and career." - Meredith Chin

"Preparation for academic future and social life." - Anonymous

"To help you become a better person and more knowledgeable." - Anonymous

"To better yourself... PARTIES!" - William Chu

"To get a specialized skill." - Clement Wu

"Money and Sex." - Tony Lee

"To get a better job." - Dawn Forlenza

"To have something to fall back upon why you chase your dreams." - Gretchen Fox

"You can get a better job at a higher pay." - Carmen Baptista

"Rebirth and rediscovery." - Julie Morrison

"To make money." - Vickie Towe

"To become aware of your intellectual facilities and diversities." - Anonymous

"To get experience, knowledge, insight, motivation, and encouragement, and life long friends, and explore." - Carolyn Lee

"Lots of guys on campus!" - Spiroula Dragoumanos

"To learn about life, to meet interesting people, to have a good time, and to experience things you couldn't outside of college." - Ashley Doriss

"To prepare yourself for the most lucrative career." - John Burns

"To bridge the gap between youth and adulthood." - Karen Marchione

"To bridge the gap between child's play and adultery." - Anonymous

THANKS FROM THE ARGO TO THE SENIOR CLASS FOR HELPING OUT WITH THIS POLL. THE ARGO HOPES THAT THEY WILL GET WHAT THEY EXPECT OUT OF COLLEGE.

FACULTY TEACHES THE GOLDEN RULE, ...AGAIN



TUSKEGEE AIRMEN TOUCHDOWN

by Samiah Abdul-Basir

The Afro-American Cultural Society was visited by the "Tuskegee Airmen" on January 9, 1989. These airmen were from the Tuskegee Institute of Alabama. This all black college, founded by Booker T. Washington, established the first flying facilities for Afro-Americans at the Moden Airfield where there were often over 300 airplanes at a time.

Cliff Reed started the presentation, "There were two airforces - black and white." A popular misconception was that the black man couldn't fly or withstand the combat and the maneuvers. Only as a last resort and in order to prove the above theory, was the Negro man called.

The airmen that visited the Boston Latin School stated that they started with an immense urge to fly and had to be

extremely good if they expected to get into the plane. In order to fly, one had to be relaxed and have a lot of self-determination.

Two BLS Alumni, Daniel Keel and Alan Monroe, were among the airmen who visited BLS. They told us how they got into the airforce and what effect Boston Latin School had on them. In 1941, Daniel Keel went into the airforce at Biloxi, Mississippi. To give an idea of some of the racial conditions of the time, Mr. Keel said that not only were the blacks separated from the whites in planes, but also in the mess halls. Although Keel was a young man who often found himself in trouble, he graduated from Middleden, Texas amongst the forty-four bombardiers, flying a B-24. Alan Monroe, after graduating from

Boston Latin School at 16, took an airforce exam at Boston University and was soon sent to a Georgian infantry. He said, "Your Latin School training, especially the discipline you learn here, will stay with you no matter where you go in life. Whether you're a bombardier or a decent citizen, reach back and help someone. Don't ever get 'too big for your britches' because education is the key to life, socialization isn't." Francis Hector, also known as "Fuzzy," who graduated from English High School, said that his situation was very similar to that of his friend. He expressed his view on war. He said, "Don't dwell on war. Look at what they've done since the war." He suggested that many of those Tuskegee Airmen made something of their lives. Fuzzy ended his speech

with "You know it's funny that it took me sixty-five years to get to Boston Latin School."

Cliff Reed came from the Bryant Airforce base in Texas. "In the airplane, there's only your skill, the Lord, and your instrument - so watch out for vertigo (when the mind can't distinguish between right side up or down while flying in a plane)," was a comment made by spokesman Mr. Cliff Reed.

It's interesting to know that now Daniel Keel is the president of Scroball Electric; Alan Monroe has retired from the John Hancock building; and Francis Hector is a liquor distributor at Seagram's Coolers; and one of the first Afro-Americans to fly was a woman.

a word from the class of 1988

by Jennifer Chan

With college just a hop, a skip, and a jump away, the ARGO asked several members of the graduating class of 1988 to give us their advice, thoughts, and views on the college life. Inquiring minds want to know.

Some of the more common classes taken at a variety of colleges these days are communications, business management, English, and engineering. The decision of which major a student is taking does not have to be made until the end of their sophomore year.

The ARGO asked Kenneth Chu of the University of Massachusetts at Amherst to differentiate between high school and college. He replied, "High school is a closer community and in college you realize how many people that you really don't know." Other responses from various students were as follows: "In college your teacher tends to be a prominent person in his field, some professors have even written their own books which they use in class."; "In high school, you know that you have to go to school, so there is no other choice, but in college it is entirely your own prerogative whether or not you want to get up from bed and go to class."; "In high school you're given an assignment, and you try to get it done, but in college, half the stuff you do is not even needed."

Since in high school, the size of the class is not left to us to choose, I wanted to find which was preferred, smaller or larger classes. Most said that they favor smaller ones, since "in a smaller class, the teachers are more caring" and "more attention can be focused on the students." On the other hand, other people, who preferred less class interaction and more individual work, are more partial to larger classes. Usually, the teacher will dictate, students will take notes, and then, for a couple of classes of a week, everyone will break up into discussion groups, headed by teachers' assistants, to talk over what was covered in class.

Because a large percentage of college students live at school, the ARGO asked them to comment on campus life. Moreover, the ARGO was told that the campuses and dormitories were beautiful and spacious. Although living at home for about eighteen years, and then suddenly living at school, was a radical change, they adapted to it rapidly. In the first semester of college the student has the option to choose his roommate or have one chosen for him, depending on the institution. Colleges try to find the roommate who is compatible with one's interests and criteria, such as smoking or nonsmoking, frequent visitors, and a quiet or active living environment. However roommates are not always known to be matched agreeably with one another, and differences may arise, and the student may frequently find himself at odds with his roommate. Rest assured, a student can always change his roommate at the end of the semester. The ARGO asked Marlena Sullivan of Wellesley College what it was like attending an almost all female college. She answered, "I am really surprised that I am here because I didn't plan to come here, but I really like it. It makes me more aware of the feminist movement and I think that the professors and teachers are more supportive because of the one sex dominance."

In this present day of forever increasing inflation, most everyone needs a job. The ARGO was wondering how a full-time college student could make money to keep up with his everyday living expenses, and also find time to keep up with his studies. I asked Colin Teicholtz of Harvard University this question. He responded, "I'm a part time manager of a candy store. I think that it is important to work so as to budget your time and to avoid wasting it. This way, I have a commitment to my job, and it inspires me to keep up with my studies." The ARGO talked about college sports with Willie Evans of Tufts University. Willie, a former Boston Latin track star, remarked, "College sports are taken a lot more seriously than high school sports.

It is really competitive, and you're required to attend practice no matter what."

The ARGO was curious to find out if these young and industrious students found the time to socialize. My responses? "Of course!"; "Definitely!"; "It's studying that I usually have to find time for."; "There are parties and stuff here, but I also go to my other friends' colleges and take advantage of their social scenes as well."; "Harvard is not the biggest party school, but there is a big diversity; there is a larger people pool, and you get to know a lot of people."

During an interview with Davina Wong of Brandeis University, the ARGO asked her to remark on her alma mater. "When people find out that I went to Latin, they tell me that if I went to a school that was less difficult, I could have done better. Then I say to myself, 'Yeah, I could have,' when I see people walking around with their scholarships, and bragging about how they did. However, in the end, when it comes down to it, you know where Boston Latin stands. There's something that other high schools don't have and that they can never take away."

The ARGO asked Russell Ayan of Boston College if he still kept in touch with his high school friends or if they seemed like a part of his past. He answered, "No, I haven't, but I think I'm the exception. I think that others are still keeping in touch. It would be an excellent surprise to see my friends again, but yes, they do seem as if they're people from my past, although it's only been a couple of months." The ARGO also touched upon the subject with Davina Wong. "When you see friends that you only said 'hi' to in high school, they seem as if they are old-time buddies and the best of friends, even though it's been a few months. However, it seems as if you have drifted away from your better friends in high school, you become closer to friends that you weren't so friendly with before." While others agreed with

Davina and Russell, some disagreed and said, "High school friends are still my best friends." When the ARGO asked them what we could do to better prepare ourselves for college, their answers were: "Don't decide not to apply to a school because you think that you can't afford it. Any school that you would like to go to is worth applying for."; "Finish your essays and applications on time. Before sending them out, have your English teacher or someone proofread them, and give you an unbiased opinion."; "Do things that you enjoy. Don't just try to get straight A's."; "Get the best grades that you can without studying yourself into oblivion."; and "When looking for a college, think about the size you want, and look for one that you know will be academically satisfying."

Now these Latin graduates would like to take time out to thank everyone, but certain teachers in particular: Marlena Sullivan would like to thank Mrs. Woodward for introducing her to the enjoyment of classical studies; Russell Ayan would like to thank Mr. Salvucci, Dr. White, and Mr. Regan for "everything"; Kenny Chu would like to thank Ms. Hawkins and Mrs. Craddock for all the counselling they've done for everyone; Willie Evans would like to thank Mr. Leary for all that he's done for him; Davina Wong would like to thank Mr. Regan for the pride that he showed in her, Mr. Woodworth for the discipline that he taught her, and Ms. Wight for being a good teacher; and lastly, Colin Teicholtz would like to thank Mr. Regan for being such a wonderful man, Mr. Browne for all of his devotion and help, Dr. Holland for being a good friend, and the late Mr. Durante for being there, for being supportive, and for making a contribution in math and in life.

Finally, the ARGO asked all of these students to name one thing that they missed about BLS. The answers varied and were quite interesting: the sense of knowing everybody in school, the classmates and friends, the track team,

ELECTIVE HELP FROM THE ARGO

Computer A.P.

The Computer Advanced Placement course at Boston Latin is a two-year course in computer programming with Pascal, preparing students for the Computer Science AB A.P. exam in May of the senior year. During the course, students receive classroom lectures as well as hands-on experience. Unlike most classes, daily assignments are not as common. However, what is common are the long term computer programs. Such programs are based on the material taught in class. Often times, the computer programs assigned are very interesting - creating a program to alphabetize student names, writing a program to play chess, and developing the game "boxes." Although the end results of these programs may seem entertaining, one should not be deceived. The Computer A.P. course at Boston Latin should not be taken lightly; the course is a vigorous exercise. Endless hours have been spent on a single program. Unlike other courses where students may bluff their way through when the teacher doesn't notice, the computer course demands perfection - the student will be working with a computer and the computer always notices!

A word of caution is offered to those without a computer at home. Although substantial time is given to students for the use of the school computers, unless one comes in before dawn and leaves by dusk, the time is never enough. Having a computer at home is not required, however, it is very helpful. Nevertheless, the BLS Computer A.P. course is a very rewarding experience after two years of vigorous training. Problem solving and analytical techniques are acquired.

World History

The World History elective deals with certain important events in history and how they coincide with each other. From this course, one will gain a better understanding of other cultures. The time period which one will study depends usually upon the teacher. One will want to emphasize earlier times, such as the period between 500 B.C. and 500 A.D., or another teacher will want to stress the twentieth century. Finally, there is an intensive study in geography. Nevertheless, World History will give one a solid background of history before one takes U.S. History, which is the second part of the two-year track.

Global Issues

• by Marie O'Connell

He enters with an air of impatience. He engenders a strive for excellence. He is Mr. Turpin. He will lead you to experience Global Issues. If you have checked Global Issues on your elective sheet, you are preparing yourself for an intellectual experience. As the title may suggest, this course deals with important issues around the world. It is also a course in diplomatic relations. You will not only learn to comprehend crucial world problems, but you will also learn to solve them. This course will teach you how to think fast on your feet and how to transfer these ideas onto paper coherently and eloquently. You will also learn how to work with people - whether you like them or not. If your future includes a career in political science, diplomatic relations, communications, or any other related field, Global Issues will give you the edge you need to be successful. Global Issues will be a building block in your intellectual career. However, I ask you for one more thing - use your education to educate others. You will be surprised how little many people know about crucial world issues. It is your obligation to spread your knowledge. You owe yourselves and your peers the education.

French

When choosing a language elective, French should be given some serious consideration. The French language program at Boston Latin School is a three or four year program (with an option to take it senior year). You may also be given the option to take an honors course, rather than a regular class. This class provides a more in depth curriculum at a faster pace than that of a regular class. In the upper grades, one can also elect French Literature A.P. or French Language A.P. French Literature A.P. focuses on the written French word, where as the French Language A.P. concentrates on the spoken word. French is one of the most beautiful European languages. It is the language of some of the world's most highly esteemed artists, writers, musicians, and of course chefs. With a knowledge of the French language, one can read the works of Victor Hugo, Jean-Paul Sartre, Albert Camus, Moliere, and Voltaire as they were meant to be read - in the original French. As with any language, knowledge of French would be an additional benefit in such careers as those in politics, business, banking, communications, and education.

German

• by Ann Ambiel

Learning German opens up opportunities and careers that did not even exist thirty years ago. Knowing German can help you get a job in such fields as International Transportation, Communications, Foreign Trade and Banking, Government, Science and Technology, and Teaching and Library Services. The Federal Republic of Germany is one of the most important nations in the world economy and the third largest trade partner of the United States. More than 750 American companies do business with the Federal Republic of Germany; and there are more than 1100 subsidiaries of the Federal Republic of Germany in America. German is not a difficult language to learn; many words in the English

Greek

For freshmen deciding on an elective track next year, or for sophomores contemplating a sixth subject, Greek should be given some consideration. The "Greek track" at Boston Latin School consists of a two year study of the ancient Greek language and literature. You will learn to be able to read and pronounce ancient Greek, so as to be able to translate. You will read such works as The Iliad and The Odyssey and the tragedies of Euripides, Sophocles, and Aeschylus. You will be exposed to much history and ancient culture. Learning ancient Greek will help you with derivations of words - a "plus" for the SAT! It will also enhance

your "classical" education, as it is a good complement to Latin. Therefore, don't "blow off" Greek just because it is not a "standard" course - it could still enrich your academic career.

Spanish

Unlike Latin, Spanish is not a requirement at Boston Latin School. Unlike French, Spanish is not the secondary language of many European countries. Unlike English or Russian, Spanish is not the language of World Powers. So, why take Spanish? Well, Spanish is a widely spoken language among most of the people of the western hemisphere. In addition, besides English, Spanish may as well be the most popular language spoken in the United States.

The Spanish program at Boston Latin is a well established program. The gamut of the curriculum ranges from grammatical learning to verbal application to literary analysis. The program also offers honor classes starting from Class IV and there are advanced placement classes in Classes I and II. One is the Spanish Language A.P. which gears students towards verbal application and offers an introduction to the culture. The other is the Spanish Literature course, a two-year curriculum. This exposes the student to philosophies and concepts from a culture totally different from our own. Authors covered in this

course include Unamuno, Matute, Lorca, Borges, and Neruda. Take the Spanish Challenge today!

Unmentioned Courses

Besides these courses, there are a lot of other interesting courses as well. The ARGO regrets the fact that not all of the course electives are mentioned here. Just for sampling, these are some other courses.

Sciences...

- Biology
- Chemistry
- Physics

Languages...

- Italian
- Mandarin Chinese

History...

- Modern European History
- Economics
- Government

Along with many other fascinating courses, Boston Latin School has a lot to offer!

Newbury Comics
a wicked good time!

COMICS!
POSTERS!
T-SHIRTS!
COMPACT DISCS!
CASSETTES!
RECORDS!

**\$2.⁰⁰ OFF ANY PURCHASE
OF \$10.⁰⁰ OR MORE**

No double discounts. Sale items excluded.

Newbury Comics

332 NEWBURY STREET, BOSTON 236-4930
THE GARAGE, HARVARD SQUARE, CAMBRIDGE 491-0337

SEMI FORMAL

PROM SPECIAL

at

FORMALLY YOURS TUX SHOP

- \$10.00 OFF ON YOUR PROM RENTAL -

Featuring:

Pierre Cardin	Christian Dior
After Six	Lord West
Robert Stock	

(617) 923-9339

Formally Yours Tuxedo Shop
58 Mt. Auburn Street
Watertown, MA 02172

gingiss® formalwear

As much a tradition as formalwear itself.




There isn't a store in town that has more great looking prom tuxedos to choose from than Gingiss. And that's all you have to remember to look smart on the night of the big test.

gingiss formalwear

World's Largest Formalwear Renter

ARSENAL MALL
WATERTOWN, MASS.
923-0841

TEL. (617) 825-1702



American Driving Institute Inc.
(WE CARE)
STANDARD AND AUTOMATIC
DRIVER EDUCATION CLASSES

INSTRUCTOR.

838 MORTON STREET
BOSTON, MA 02126

JR PROM

SR PROM



ARGO

MAY 1989

BOSTON LATIN SCHOOL

VOLUME XVIII

NO. 4

A Different Beat for Music Night

by Vivian Towe

Since our auditorium is undergoing major construction, this year's Music Night, Boston Latin School's annual music show in which all of the vocal groups, bands, and the string ensemble of the school come together and play for the purpose of raising scholarship money, will be held in the auditorium of English High School.

Unfortunately, along with some advantages, there will be some disadvantages as well. The auditorium has only five hundred seats to accommodate the usual audience of one thousand five hundred people. Extra chairs will be set up, but everyone will still not be able to have a seat.

Also, there are problems with the acoustics of the place. The ceiling is much lower than our high vaulted ceiling, and the seats are cloth-covered. Although the cloth may be more comfortable than our chairs, cloth absorbs sound. Therefore, the music may seem softer than it really is.

However, the auditorium has its good points. The stage itself is much bigger than our auditorium's stage. The entire senior band will be able to fit on it at once, instead of having some of the musicians on the floor. There is also a large orchestra pit built on a slope. The choirs will sing from there on the risers that will be set up inside. Although it seems like there are many drawbacks this year, with the great music that our groups can produce, Music Night still promises to be a successful event.

Editor's Note: This article was printed before Music Night. Look in the next issue for a review of Music Night 1989.

Latin Students Sweep Science Awards

by Michelle Pearse

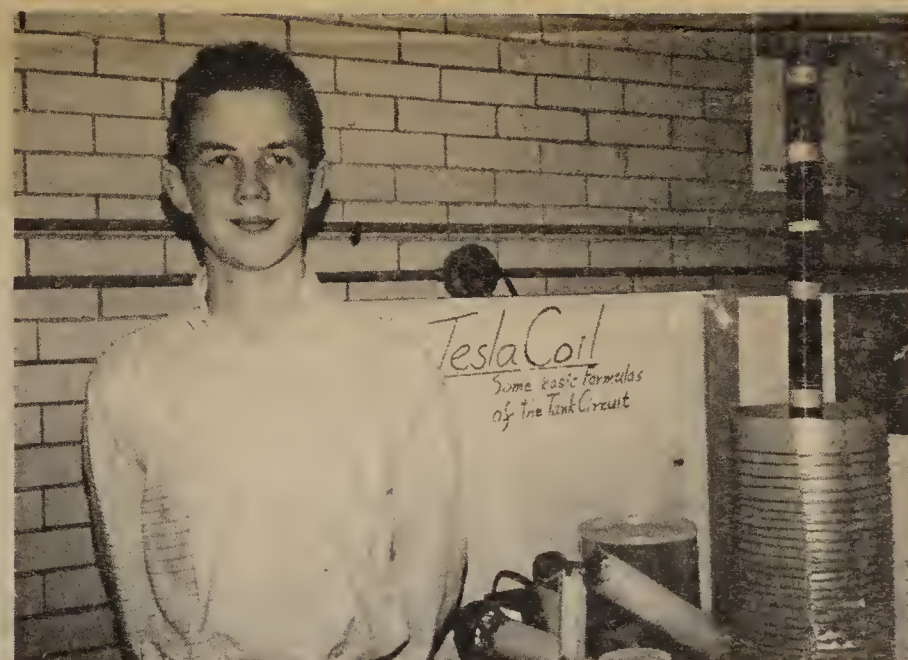
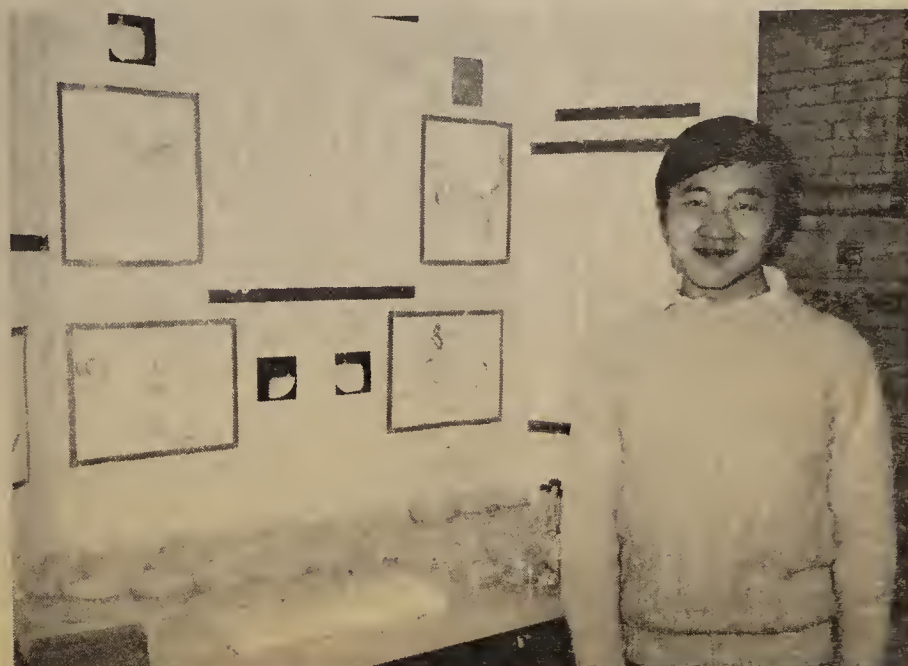
On Saturday, April 8, Boston Latin School hosted the Forty-Third Annual Boston Regional Science Fair. Students from various Boston area middle schools and high schools came to compete for honors in junior and senior divisions.

Boston Latin School was represented by the twenty-six winners of the school science fair. Nearly every student won recognition. In the junior division, which consisted completely of members of Boston Latin's Class VI, both Molly Lawless and Brad Johnson each attained one of the ten first places in the competition. Ian Hoag, Anthe Kelley, Jost Rosenbaum and Jesse Southwick received second place honors. Barbara Chin, Sarah Corey, Michelle Kelley and Lisa Reynolds came in third place. Katherine Rowley received honorable mention.

Latin School also made impressive finishes in the senior division. Ban The La won honorable mention. Juniors Vincent Bono, Dave Akeson, Sonny Li, Matthew Pallett and sophomore Amy Gwiazda achieved second place honors. Michael Palmer and Laura Cooley (Class II) and sophomore Diemanh Nguyen finished third. Sophomore Ria Persad, who won third place in the school science fair, won first place for her project, "Thermal Conductivity versus Visible Light." The most highly recognized was freshman Dexter Hoag, who not only achieved first place honors for his project, "The Tesla Coil," but was also chosen as representative of the regional science fair at the Massachusetts State Science Fair. He also received special recognition for achievement by winning the Christa McAuliffe Award which was awarded to the student who received the highest point total by the judges.

On to the State

On April 30, the Massachusetts State Science Fair was held at the Massachusetts Institute of Technology. High school students from regions throughout the state competed for recognition for their achievement in science. Boston Latin School was proud to have four of its winners from the Regional Science Fair receive recognition by the state. Junior Vincent Bono received Honorable Mention for his project, "Plant Growth



in Coherent Light." Diemanh Nguyen received a Second Award and a \$100 cash award from the Massachusetts Horticultural Society for her project, "The Effect of Salt on Bean Plant Growth." Dexter Hoag also received a Second Award, along with a \$500 cash award from

the Greater Boston Chapter of the Association of Computing Machinery. The greatest recognition went to junior Sonny Li who received a First Place Award. In addition to the distinction, he won a \$1,000 Boston Globe Scholarship.

LETTERS TO THE EDITORS

TO: Editors and Staff of the ARGO and Mr. Flynn

You are all to be commended on your thoughtfulness in remembering everyone on Teacher Appreciation Day, April 10, 1989. People were delighted with your floral tribute.

Keep up the good work. It is what we expect of Latin School students.

Sincerely,

C.A.Kelley

Administrator-in-Charge
BLS Annex

* * * * *

In response to co-editor Vincent Lau's request, Dr. Carroll offered his thoughts for the ARGO about pursuing a Ph.D. and about our alma mater.

Dear Vincent,
Thank you for your invitation to discuss for the ARGO readers what it is like to earn a Ph.D.. You know, perhaps, that the Latin School faculty has upwards to a dozen doctoral degree holders. We even have a faculty member who has written a poignant book on her recollections as an English teacher at South Boston High School. You and your readers might enjoy reading Dr. Ione Molloy's book SOUTHIE WON'T GO. On our faculty, the Ph.D.'s will probably tell you that the successful achievement of the doctoral degree requires extensive course work, the passing of reading examinations in two modern foreign languages, oral and written tests on the course work, and, eventually, the choosing of a topic and the writing of a dissertation, which, in effect, is a book-length scholarly work. Recently, I read in the "New York Times" that the median age of degree recipients last year was thirty-four years old, and that many find the task of writing a dissertation a daunting, prolonged process. Vincent, it was.
We are lucky here in the Northeast to have superb research centers. The New York Public Library, The Boston Public Library, Harvard's Widener, Tufts's Wessel, and the presidential libraries of Franklin D. Roosevelt in Hyde Park, New York, and the J.F.K. Library in Dorchester are some of the major research libraries I used to research

about presidential level public diplomacy. Throughout the approximate seven years it took me to write my dissertation, I was sustained by my family, and my friends like Professors Zarkar, Gibson, and Elliott at Tufts. Professor Zarkar, a classics professor of mine at Dartmouth College, became Department Chairman at Tufts University in the mid 1970s. There I met him again, and through his encouragement and inspiration, and that of another wonderful teacher, Dr. Desmond, who was my eighth grade Latin teacher at BLS, I decided to study for my doctoral degree in Political Science. It is noteworthy that teachers have played a signal part in my life. After graduation from BLS and Harvard (1928), my father became a romance language teacher. One of my most cherished and wonderful friendships was with a college professor, Professor Frederick Troy. For years he served as an eminent member of the Board of Trustees of the University of Massachusetts. Speaking of teachers ...
Forgive me for discoursing about teachers, Vincent, but I hope more and more of your classmates consider reaching for a profession in teaching. Thousands upon thousands of teachers, from grade school level to the university level, will be retiring in the next decade. Consequently, there will be exciting, challenging opportunities for young and talented educators. Yet, I fear too few of you will try to fill those positions. That's ironic. So many young people, particularly in our school, have benefitted so greatly from the contributions and dedication of impassioned, demanding teachers. Anybody who has seen Ms. Ponte teach, or has witnessed a class discussion in Mr. Dan Browne's history or economic classes, or has seen Mr. Lou Siagel inspire his music students knows that these people are but a few of the scores of gifted teachers we have at Latin School. In fact, they are artists. They help to create in young minds the quest for excellence. They share knowledge in music, the languages, art, history, and the sciences. Not everyone, however, has the ability to see and grasp the resources and talents Latin School offers. A few Years ago when we celebrated our 350th anniversary, the kudos cascaded from academia and the media. They were comforting accolades, at times turgid, but, overall, well deserved. An article that riveted my attention, however, was written by a Latin School alumnus named Ed Siegel, a reporter for the "Boston Globe." His article startled many of us who appreciate this school's major contributions to the city, state, and nation. In effect, he composed a dirge. He lamented what was for him the harsh, Draconian atmos-

phere of Latin School in the 1960s. He complained that on a faculty of well over a hundred teachers, he admired only two. As I read and reread his recollections of Latin School, I was moved to recall the "cave analogy" in Plato's REPUBLIC. Plato observed almost twenty-four hundred years ago that some of us see and understand at different levels of comprehension. I was sorry that Mr. Siegel of the "Globe" had not been challenged and inspired by the charismatic Aron Gordon of the history department, or by Mr. Arthur Klein of the mathematics department, or had been ennobled by the teaching and personal act of bravery of Mr. Gilbert, who was so bent by arthritis and other maladies that he had to be carried in and out of school at times. He was so kind to us, and we loved him for his knowledge and bravery. We also enjoyed the learning and thoroughness of Mr. Charles McCarthy of the Latin Department, and of Messers. Donovan and Triantafel of the German department. We marched to the august directions of Mr. Albert van Steenberger, a most accomplished linguist. Was there ever a Latin School boy who did not both fear and revere "Mr. Van?" Mr. Howie Smith in English amazed us with his profound depth of knowledge in literature. Mr. Miller, now your septuagenarian, but never retiring, guidance counselor, was joined by masters like Mr. James Locke, Mr. Peter Dolan, Mr. Paul Pearson, and Mr. Max Leiter. They honored us because they set very high standards, but they were tough and fair. Truly, I am sorry the "Globe" reporter missed these men. Mr. Paul Partridge, another brave and strong teacher, could have inspired the reporter. Mr. Partridge was a victim of a World War II injury; he taught us from his wheelchair. He taught with verve and pride in his profession.
I hope this "roll call" of but a few of those wonderful teachers of my youth does not lead you to believe that we are now bereft of great teachers. Look around, Vincent, and you will see the purposeful, superb teaching of Mr. Lopes, Mr. Hannigan, and Mr. Demerit. You will see the unflappable, irresistible ardor of Mr. Berger. You will see the drive and gusto of Mrs. Middleton, and you will see the perspicacity of Ms. Ashe, Ms. Colvario, and Ms. Shea. You will see the panache of Mr. Regan, and, you will enjoy the laughter and insight of Mr. Kinsey. You will also see the thoroughness and probing, intellectual gifts of Messers. Akeson, Roche, and Salvucci.
Ah, Vincent, while you are looking around you will also see, doubtless, your contemporaries. They and the faculty make the Latin School a vibrant, remarkably fertile field for learning and teaching. We are blessed with an annual influx of talented, ambitious young students. We on the faculty will be sad to say good-bye to Carolyn Lee, Frank Floyd, Annie Truong, Katie Hanlon, Isabel Rodriguez, and all the other members of your class, but we rejoice in their graduation. We await the new students while we enjoy the growth and development of our current students. I'll

tell you a not so well kept secret, Vincent. Most of us love our profession. We get great personal and professional satisfaction as we see you and your sister and brother students grow intellectually and socially. We even get paid for it! I must stop here, Vincent, to ask your forgiveness for my lengthy discourse. After all, you did ask me about Ph.D. work. The writing of my dissertation took much longer than I imagined it would take. Had I not been teaching full time and meeting the responsibilities of a husband and father, I suppose I would have completed the writing several years ago. I must say that I enjoyed the reflection, research, writing, and rewriting necessary to write a dissertation. But, it did take some pluck. I also called on some of my South Boston bred tenacity.
Had I not been researching the public and private papers of F.D.R. and J.F.K., along with hundreds of other primary and secondary source materials, I might not have been able to sustain my academic and personal interest. Through my research and interviews - I got to interview Theodore Sorensen and McGeorge Bundy - I gained an immense respect for the learning and leadership each of these presidential heroes displayed in that crucible of pressure and power we call the presidency. I traced the intellectual and political growth of each man. F.D.R. displayed a remarkable prescience when the fascist nations were arming and rapaciously attacking weaker nations in the late 1930s. In his "Quarantine" speech of October 5, 1937, he attempted to move the nation and our future grand alliance allies to prepare for collective security. That speech of his failed. His eloquence and courage could not at that time move the people of America, and our future allies, because of historical, political, and ideological forces too great to overcome at that time. He emerged heroic because he was willing to lead the nation even at a heavy political risk. Later he learned to play both the lion and the fox. Almost a quarter century later, a very young, but very astute and increasingly wise President Kennedy brought about the passage of the Limited Test Ban Treaty of 1963. I marvel at the Herculean tasks presidents undertake in order to lead well.
In closing, Vincent, I must say, that I know that you and most of your classmates will earn not only baccalaureate degrees, but also various graduate degrees. It will not be easy for most of you, but you should remember in times of stress and desperation that you never walk alone. You have the heartfelt prayers of your parents, friends, and Latin School teachers. To borrow the motto of an institution younger than Latin School, "semper fidelis."
Have fun in New Haven, Vincent. There you will not only be exposed to the VERITAS some transient Cantabrigians seek, but you may also be enlightened by Yale's LUX as well.

VALE,
G.T.C.

Editors-in-Chief	STAFF	
Ann Ambiel	Samiah Abdul-Basir	Tony Lee
Vincent Lau	Albert Chin	Karen Marchione
Assistant Editor	Jimmy Chow	Michele McCullough
Michelle Pearce	Sylvia Chu	Rachel Miselman
Business Manager	Trinh Dang	Marie O'Connell
Anthony Ho	Fannie Fong	Erin O'Reilly
Annex Assistants	Jonathan Glater	Ann Richards
Regina Lau	Leila Graham-Willis	Tara Sullivan
Mable Mui	Nonny Inthasomsack	Vickie Towe
Faculty Advisor	Hilary Krieger	Vivian Towe
Malcolm Flynn	Ann Leahy	Sharad Vivek
	Carolyn Lee	Clement Wu

NHS GETS MOVING

On April 29, 1989 the Boston Latin School National Honor Society held its first MOVATHON. Thirteen members showed up at the start of the event, the Newton Center T stop, and MOVED the whole five miles down Beacon Street through the cities of Newton, Brighton, and Brookline. The weather outside was beautiful and the route was very pleasant, with the exception of a Pro-Choice rally around which the group walked.

The term MOVATHON was coined by the NHS officers for this fundraiser. Traditionally, the NHS sends several participants to run portions of the annual Boston Marathon. This year, however, in an attempt to get more participation from the group, the officers decided to hold their own event. The MOVATHON is a five mile course down Beacon Street which gives the participants the options of walking, jogging, or running the course. In addition to moving, members are also asked to get pledges for this event.

Despite the small showing of the group, only 10% of the NHS, the event was not at all a failure. Besides the participants, other mem-



bers of the NHS were asked to help out in gathering pledges as well. At the present moment, nearly five hundred dollars have been pledged. This money, along with funds from other events, will be

used for prize money given to a senior at Awards Night. When asked to comment on the showing and the event, the NHS said that many members had to work on Saturdays. In addition, the postponement of the

MOVATHON due to inclement weather on the original date of April 8, was cited as another factor. Nevertheless, the NHS stated that hopefully this event will be a send-off for many more different NHS events to come.

RITZ LIMOUSINE SERVICE OF BOSTON INC

WEDDINGS • PROMS •
BIRTHDAYS • SIGHTSEEING

THAT VERY SPECIAL OCCASION
CORPORATE ACCOUNTS

SPORTING EVENTS
CONCERT SPECIALS

24 HOURS A DAY
PROFESSIONAL
CHAUFFEURS

277-5400



FEATURING OUR UNIQUE 60" ULTRA STRETCHED
MERCEDES BENZ LIMOUSINES

The Very Special Arts Festival

by Vickie Towe

Boston Latin School students participated in a very special program on May 1 - "The Very Special Arts Festival" held at the Boston Children's Museum. An ongoing program coordinated by Dan Wiener, this arts festival offers a first hand opportunity to learn "handicap awareness." The festival is designed to use the arts as an outlet of communication for youngsters with a variety of disabilities. Volunteers help these youngsters and adults with disabilities as they work with clay, make puppets, sing together, or see a performance. All the activities are lead by professional artists. There were about five hundred handicapped kids at this particular festival, with a hundred and fifty aids. The BLS Key Club, with President Carolyn Lee and Sophomore Class Director Vivian Towe, gathered a group of twenty Boston Latin students to participate. At the festival, the group members were assigned tasks such as guiding groups to their activities, helping artists, and even taking part in the activities themselves. The next festival was held on May 15, with a combination of arts and sciences for children between the ages of nine and thirteen.

by Carolyn Lee

On May 9, after school in the school cafeteria, the Boston Latin School Key Club became officially chartered into Key Club International.

Key Club is a service organization that is unique from the school's other clubs in that the club combines service with leadership training. The projects and activities undertaken by the Key Club provide learning experiences outside of the classroom and encourage students to become involved in their

school and community. Participation in Key Club projects helps its members develop initiative, leadership, and good citizenship. Today Key Club International is the largest high school service organization in the world and now boasts of more than 125,000 members. It has truly become THE high school service club.

During the ceremony, distinguished speakers, including the headmaster Mr. Contompasis, spoke at the podium, addressing an assembly of fifty Key Clubbers and guests. The main speakers were officers from the Kiwanis Club of Boston

- the Boston Latin Key Club's sponsoring club, from the New England District Key Clubs, and from Key Club International. The President of the BLS Key Club, Carolyn Lee, also spoke on the club's behalf, after accepting gifts from the Kiwanis Club and the official Key Club charter from Colonel Thomas H. Wright, an accredited representative of Key Club International. Also, Dr. Carroll, the advisor for the BLS' club, spoke. At the adjournment of the meeting, everyone was invited to a collation. Thanks to the help of Key Clubbers for preparing this event.

The Key Club gets CHARTERED

WILL THIS BE THE LAST ONE?

by Michele McCullough

For the second time, the Boston Latin School students are putting together a Boston Latin School Video Yearbook, a student run project. The Video Yearbook crew consists of eleven students and the advisor, Ms. McCarthy. Whether taping needs to be done or new ideas need to be brought up, the crew is constantly at work; they meet weekly. You may have seen the video yearbook crew filming faces, sports, events, construction, the lunchroom, senior farewells, or a variety of other stories. The staff works hard to get the best shots possible. Each tape is then logged and edited both by the students who filmed the individual story and by professionals. The tape lasts thirty minutes; each second is action packed. Each of the members helps to create new ideas that he believes would be relevant to

ways find something new in it. One student was taking pictures at an event while another was videotaping it. A third student commented, "Why bother taking pictures when you can video it and not only see the person's person, but also hear what he's saying?" This is precisely the video yearbook's intent. The video yearbook is an excellent memento of the changes occurring during the year. Besides, there may be a certain someone that you may want to see. What a better way to see him/her than in video?

It is unfortunate to say that such a great idea will have to come to an end if something is not done soon. The sales of the video yearbook have been coming in very slowly. There is a minimum of one hundred orders; the crew has not received this number yet. Don't let this idea go to waste; won't you want to have a video

Enviro-Lab

• by Colleen Breen

On April 4, members of the Biology II and the Biology A.P. classes once again had a special chance to increase their knowledge in marine biology on the boat "Enviro-Lab." This boat is situated in Boston Harbor and its purpose is to teach the students aboard everything from measuring the amount of oxygen in the water to identifying different forms of seaweed. Mr. Estabrooks and Mr. Akesson advised this trip. Despite the rainy, cold weather that day, everyone enjoyed themselves and learned something new. The students participated in measuring the depth of the water, finding out what composed the harbor's floor and learning about the fish living there. The students all then had a chance to look at some specimens of plankton which they gathered more closely at the University of Massachusetts. Thanks to the "Enviro-Lab" crew for making the trip so pleasant and interesting.

It's that time of the year again JUNIOR PROM & SENIOR PROM!

The ARGO wants everyone to have a great time, but remember

DON'T DRINK AND DRIVE



K'S FASHIONS
AND TAILORING

52 Victory Road
Dorchester, MA. 02122

9:00 To 6:00 ~~Mon~~ - F
9:00 To 5:00 Sat

DIAL OUR NAME

Bigelow
Professional Drycleaners

JOHN STAVROS

CORNER SUMNER AND LANGLEY
AT BEACON STREET
NEWTON CENTRE, MASS

KYONG
436-6976

Lynmark Limousine
Corp.



- Corporate/Personal Accounts
- 24 Hour Service/7 Days a Week
- Executive Sedans
- Latest Model Lincoln/Cadillac Stretch Limousines

524-0211
BOSTON

250-0800
CHELMSFORD

- All Major Credit Cards Accepted
- Minutes from All Major Hotels and Convention Centers
- Professional Uniformed Chauffeurs
- Specializing in All Occasions from A to Z

The Ultimate in Modern Transportation

BLS GIRLS' BASKETBALL REVIEW

Albert Chin & Mable Mui

The Boston Latin School Girls' Basketball team is once again co-champions in the Dual County League with the team from Concord-Carlisle High School. The BLS team has obtained this record three times in the last four years. Its league record for this season is 13-1, and the overall record is 20-2. The team lost in the Division I North Semi-Finals to Bishop Finwick. The Girls' Basketball team also took part in the Cohasset Christmas Tournament which the BLS team won by beating Hingham. Among these great accomplishments, Mr. Meyers, for the fourth consecutive time, is "Co-Coach of the Year." Leah Ervin, a senior on the team, has been awarded "League All-Star" along with Nicole Desharnais, a junior, and Averill Roberts. Averill Roberts, a senior, besides being "League All-Star," is Co-Most Valuable Player as well. Averill Roberts, the star player and MVP of the

team, will be leaving for Ohio State University on a four year scholarship this fall. She has been named the Boston Herald's and the Boston Globe's First Team All-Scholastic, and the Boston Globe's Division I "Player of the Year" as well. Averill, a very outstanding player, is also MVP in the Cohasset Christmas Tournament and is the Parade High School All American. She has been nominated for the "Converse High School All-American" too. She set the school record of 1,914 points for both the boys' team and the girls' team in the last four years. Against Concord- Carlisle, she solely scored forty-four points, allowing Latin to win with 63- 61. There are many players on the team who deserve a lot of credit, but have not been recognized as much by the public. Among these are Betsy Kennedy and Leah Ervin, both seniors and the captains who lead the team in rebounding. Mr. Meyers,



the coach of the team, wants to thank especially the five seniors on the team who were a vital part in the three lead championships and also contributed a lot of excitement and fun throughout the past four years on the Girls' Basketball team. These five

players left behind scouts who will come into future games and will offer scholarships to the players because of the team's reputation. "It is like the end of a dynasty, and the beginning of a new one." Not depending solely on Averill Roberts, next year's

team will be more of a balance. There will be accommodations of seniors, juniors, sophomores, freshmen, and a new gym!



1983 - 1984

1984 - 1985

1985 - 1986

1986 - 1987

1987 - 1988

**

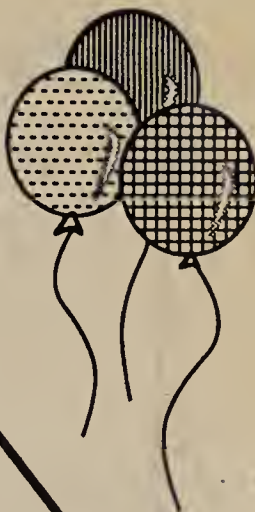
1988

-

1989

!!

**



If you have any news items or photographs from the past six years

concerning the CLASS OF 1989 and would like to place them

in the ARGO'S graduation issue, Please submit them to

Vincent Lau 117, Ann Ambler 116, or Michelle Pearse 235 by May 26.

(Pictures will be returned.)

20TH WALK FOR HUNGER

• by Rachel Miselman

The twentieth anniversary of a very special event is occurring May 7, 1989. Most residents of Boston and the surrounding metropolitan areas can tell any one that the event in question is Project Bread's Annual Walk for Hunger. The Walk for Hunger, a twenty mile trek, commences on the Boston Common and spans through the cities of Brookline, Newton, and Cambridge. There are seven checkpoints where the participants may register the number of miles completed, eat lunch, or simply rest. This excursion usually takes the walker five to eight hours to complete. For those who are unable to complete the entire twenty miles, there are vans or trucks provided to bring them back to the start. The far reaching event finally comes to a close when the final two checkpoints shut down at 5:45

TWO HOURS A WEEK CAN GO A LONG WAY
A Commentary
by Hilary Krieger
At Latin School, many students feel lost in the crowd and have trouble with their academic studies. Many times, they do not know where to go. What should they do? Go to tutoring!
Each day many students have tutoring after school. These students, like many, are having trouble with

p.m. and 6:30 p.m. At 5:45, walkers still on the route will be offered rides.
The Walk for Hunger exemplifies people at their best, essaying to help one another. Over the years, the Walk for Hunger, the only event of its kind in the world, has come to represent a hope of a world without hunger. This year, thirty thousand people are expected to participate in the walk. If one is unable to do the actual walking, one can always help out by sponsoring those who are walking or by volunteering to help make the Walk smoother. Contributions can also be sent to
PROJECT BREAD
11 Beacon Street Room 400
Boston, MA 02108.
So, circle May 7 on your calendar. It is a day when all can and should make some effort to realize the hope of a hunger-free world.

a subject. Because they want to succeed, these students are willing to work for two extra hours, or their parents make them. The students usually go once or twice a week after school and meet with a teacher or upperclass student. The tutces that I asked said that most of the time tutoring helps students improve their grades, sometimes even up to A's and B's. Giving up two hours after school can be a pain, but it pays off.

Boston Latin / Boston English Student Exchange

by Ann Leahy
On March 22, eighteen students from Lindenshire, England arrived at Logan Airport for a two week stay in Boston. Most of these students had never been to America before, and they found the American way of life quite a culture shock.
After sleeping off their jet lag, the English visitors set off on a full schedule of activities and site seeing. Some Boston attractions which were more popular among the English students were the New England Aquarium, Faneuil Hall, the Mugar Omni Theatre, and the John Hancock Observatory. Everyone also wanted to have a glimpse at the one world renowned Bull Finch Pub, also known as "Cheers." Organized field trips to such historical locations as Plymouth, Salem, and Concord and Lexington were enjoyed by the students. It seemed ironic to many of the American hosts to be showing the English visitors places such as Bunker Hill, Dorchester Heights and the Boston

Tea Party, as they are locations where we rebelled against the British.
A reception was held for the exchange students at the Boston Latin School library. One surprising observation made by the visitors was that the overall atmosphere, as well as the material taught at Latin School is much more relaxed than what they were used to at home.
On Monday, April 3, a farewell party was held at the Healey library at the University of Massachusetts at Boston, at the Harbor Campus. Everyone was sad to see their guests leave. In the span of two weeks, strong relationships were established between people who had once been strangers.
Student exchange programs are thoroughly worthwhile. Although they might not be for everyone, they should be investigated. Special thanks are extended to Mr. Roche who coordinated the exchange.

CONGRATULATIONS MRS. EDWARDS !!

It's a baby girl !!

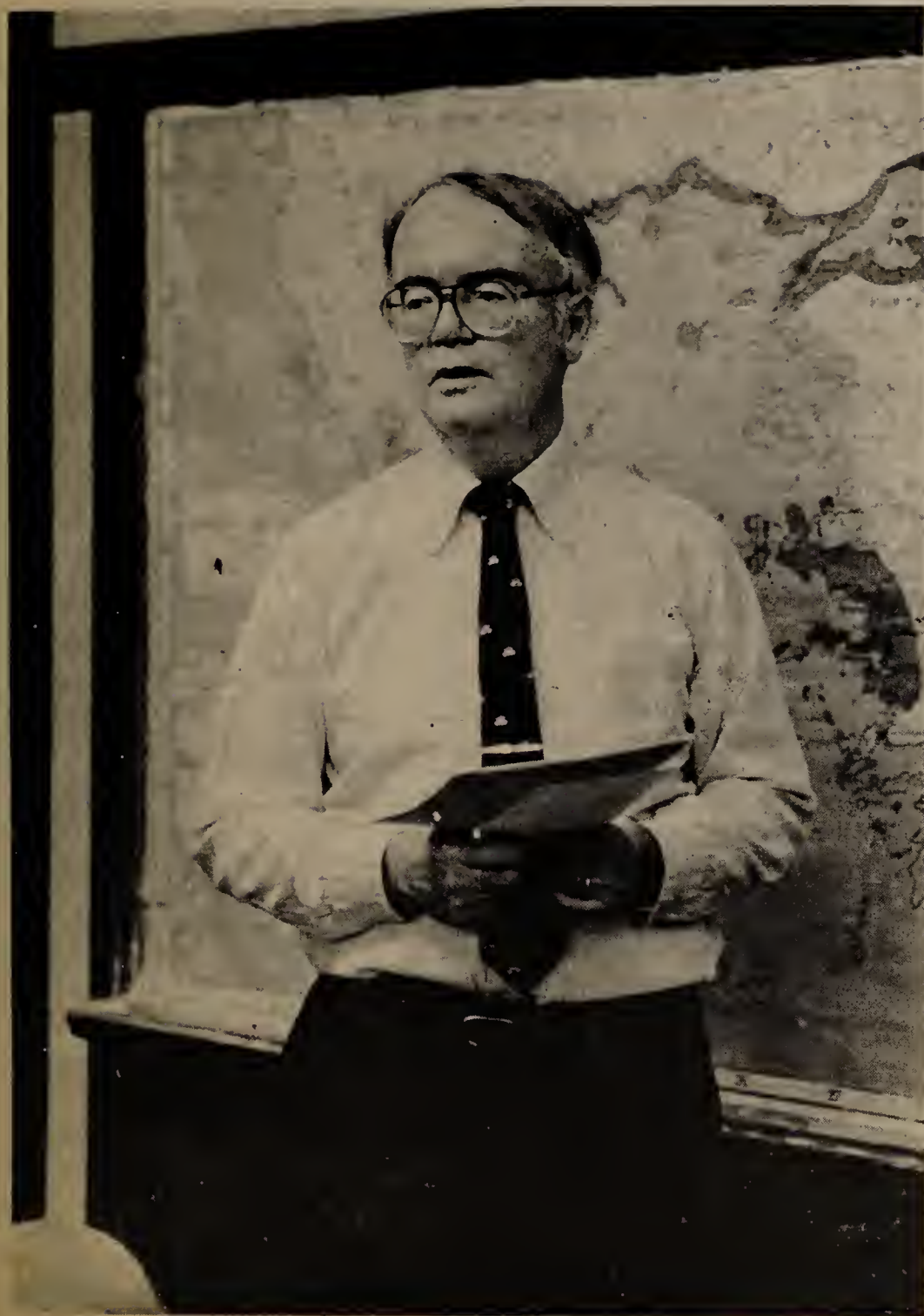
.....

Samantha Edwards

April 14, 1989

Brigham & Women's Hospital

Dr. Desmond Returns to BLS



by Michelle Pearse

On Thursday, May 4, the Greek Cultural Society was pleased to welcome Dr. Joseph Desmond back to Boston Latin School for an afternoon. Dr. Desmond was the head of the Classics department at BLS for a number of years, and he was the Acting Headmaster during the school year 1986-1987, while Mr. Contompasis was on sabbatical at Harvard University. The following year, he retired from BLS and became a professor of classics at Tufts University. He returned to BLS in order to present his lecture, "Mycenaean Men in the NFL." In his lecture to approximately thirty people, Dr. Desmond presented passages from THE ILIAD, using concepts of football to explain war strategies and various football players and coaches to explain the spirits and personalities of the characters in THE ILIAD. He distributed copies of personally annotated passages from THE ILIAD in order to make his lecture more comprehensible. His lecture was very educational and entertaining, as he received the warm welcome of the students and teachers.

Thank You, IBM

by Christine Zaleski

Recently, the Boston Latin School Alumni Association has been given a two million dollar grant from IBM. In an interview with Mr. Contompasis, more information was found.

This grant provides four thousand dollar scholarships for four BLS pupils, renewable each year to undergraduates who maintain Dean's List status over a four-year period. The criteria for receiving such scholarships are based on both financial need and scholastic achievement. Three recipients are to matriculate at Harvard University and the fourth must attend a four year college of similar caliber.

The gift is in honor of Mr. T. Vincent Learson, a former IBM chairman. He is also a BLS graduate, Class of 1931, and a Harvard graduate, Class of 1935. Mr. Learson wants to honor Boston Latin School because is proud of the school.

Make it a special night out on the town. . . .

KNIGHT STARR LIMOUSINE

**** PROM SPECIAL ****

- NEW 6 PASSENGER LIMOUSINES
- FULLY EQUIPPED
- FLAT RATE OF \$225 (PLUS 20% GRATUITY)
- SERVICE WILL BE PROVIDED 2 HRS. BEFORE & AFTER PROM

CALL:

9 6 9 - 2 1 0 3
NEWTON

P R O M S P E C I A L

at

FORMALLY YOURS TUX SHOP

- \$10.00 OFF ON YOUR PROM RENTAL-

Featuring:

Pierre Cardin
After Six
Robert Stock

Christian Dior
Lord West

CALL:

923-9339

Formally Yours Tuxedo Shop
58 Mt. Auburn Street
Watertown, MA 02172

Why on earth would you take an SAT class this summer?

Because you can still go to the beach days.

Because you can still go to the movies nights.

Because you have, face it, a lot of free time and no school work to get in the way.

Stanley H. Kaplan's test-taking techniques and effective educational programs have helped over 100,000 students prepare for the SAT. Thousands have increased their scores 150, 200, 250 points or more.

We offer classes at flexible times to suit your schedule. And when the summer's over, take our fall refresher program before the SAT—free.

Call. Start tanning and test-prepping too.

STANLEY H. KAPLAN
STANLEY H. KAPLAN EDUCATIONAL CENTER LTD.

The world's leading
test prep organization.

S U M M E R
CLASSES FORMING IN YOUR AREA
CALL NOW FOR INFORMATION!

(617) 964-TEST

SHORTS THAT AREN'T TOO SHORT

A Commentary
by Hilary Krieger

You're sitting in class; your pants stick to your legs; and you are broiling in your seat. Does this sound familiar? In most schools when students are wearing pants in eighty degrees weather, it is because they were unlucky enough to have missed the weather forecast. However, here at good ol' Latin, it's not a mistake. It's a rule! At Latin School, you may not wear shorts to school. Girls are lucky enough to be able to wear more comfortable clothes, mainly shorts. It gets hot sitting in class, not moving with the heat hanging thickly in the air. The only thing that one can concentrate on is how hot one is. The student gets hot and distracted. The rule, in some ways, is appropriate. Shorts can get too short and inappropriate for school; however, no shorts at all is too extreme. I think that students should be able to wear shorts that are as high as six inches above the knee. This way one can feel cool, look reasonable, and still pay attention in class.

A Taste of the Jewish Culture - PASSOVER

• by Hilary Krieger

Passover is a Jewish holiday that occurs annually in the spring, usually in March or April. This year the Passover was on April 19. The holiday lasts eight days. Although the first official day of Passover was Thursday, April 20, all Jewish holidays commence at sundown on the previous day. Thus, the first seder was on Wednesday, and the second on Thursday.

At the seder, a feast of foods symbolic of Passover, stories about Passover were told. The Jews were once slaves in Egypt, but were ordered by God to leave the land. Nevertheless the Egyptian pharaoh was unwilling to let the Jews go. As a result, God inflicted the Ten Plagues on the Egyptians. Frightened by this, the pharaoh allowed the Jews to leave. They had to leave in such a hurry that their bread didn't have time to rise. This is why matzah is eaten. Matzah is unleavened bread, bread without yeast. Leavened bread cannot be eaten during the week of Passover. At the end of the seder, the children look for the afikomen, a piece of matzah broken in half. The first one to find it gets a present.

Editor's Note: Articles such as this one are welcomed by the ARGO. If you would like to share a little cultural news with the BLS community, by all means do so. Please submit all pieces to any of the editors of the ARGO or to Mr. Flynn in the office.

The William Durante Scholarship

by Carolyn Lee

This year's Key Club, a club formed to provide public service to the community, is planning on raising funds going towards the William Durante Memorial Scholarship, a scholarship dedicated in memory of the beloved head of the math department at Latin School, who passed away last year.

So far this school year, the club advised by Dr. Carroll, has made donations to Oxfam America and has petitioned for national membership from Key Club International from the dues paid by the club's members. In addition the club has been selling Boston Latin School sweatshirts and jackets to raise money.

At the moment, the club's officers, board of directors, and members have decided to sell Boston Latin School boxer shorts and neckties. There is much excitement among the key clubbers about this project, for they know the profits from the sale of these items will go towards the scholarship. Some profits from the sales of the sweatshirts, jack-

ets, boxer shorts and neckties will go towards the scholarship. The Key Club is very enthusiastic and proud to be organizing this scholarship, for Mr. Durante has truly been a warm and outstanding inspiration to many generations of Boston Latin School students. He was a professional who was dedicated to learning and teaching. He was as man who would always be there to provide strength and encouragement to anyone who needed it. In addition, Mr. Durante also had a great sense of humor. The scholarship is in appreciation of the man and his qualities. Mr. Salvucci, the head of the math department and dear friend of Mr. Durante, remarked, "The scholarship will be awarded to that student from the graduating class who is good, not necessarily superb, in math, and who provides service to the school."



DURING PROM SEASON, IT'S LOOKS, NOT BOOKS.

All the studying in the world won't get you good looks for the prom.

But coming to Gingiss Formalwear will. We offer the largest selection of prom styles and colors anywhere.

In a Gingiss tux, you might even become your date's favorite subject.

**gingiss
formalwear**

Arsenal Mall, Watertown, MA
617/923-0841

\$10⁰⁰ Gift Certificate

towards the rental of your

PROM TUXEDO



**ARSENAL MALL
WATERTOWN, MASS.**

923-0841



ARGO

JUNE 1989

BOSTON LATIN SCHOOL

VOLUME XVIII

NO. 5

4 Prize Declamation



The program read DECLAMATIONIS SVPREMAE. It was May 23, 1989; it was the annual Prize Declamation, again. Every year, Boston Latin School holds the Prize Declamation in May, culminating the past school year's public declamation competitions. Throughout the year, students from Class I through Class VI are offered the chance to participate in a tradition known as "Public Declamation". During such an event, which is held four times a year, a participant recites a memorized piece of poetry, prose, or an excerpt from a play with the approval of the advisor, Mr. Salterio. In addition to memorization, emphasis is also given to interpretation, gestures, and enunciation. Three faculty members judge each performer with a score from 1 to 20. Upon the completion of three successful public declamations, a student is eligible for Prize Declamation.

This year, Prize Declamation was held at the auditorium of English High School. In all, there were twenty-three participants ranging from Class III to Class I. A variety of selections were declaimed. William Shakespeare was the most popular writer among the declaimers at this event; selections from "Romeo and Juliet", "King Lear", "Richard II", and "Richard III" were declaimed. Other pieces included selections from "Medea" and "Alcestes" by Euripides, Ibsen's "A Doll's House", "No Exit" by Jean-Paul Sartre, Cicero's "First Oration", and Edmond Rostand's "Cyrano

BOSTON LATIN SCHOOL MUSIC NIGHT SCHOLARSHIP RAISER

by Ann Methilde Richards

On May 19, 1989, at 7:30 p.m., the Boston Latin School Home and School Association's annual Music for Scholarships Concert was held. This annual event helps to raise money for music scholarships for members of the graduating class. There was also an opportunity for all the musical organizations in the school to perform for their peers and parents. This year the tickets were \$3.00 a piece and donations from the Boston Latin School community were gathered through the mail. This year the concert was dedicated in loving memory to two former members of the Boston Latin School faculty, Ms. Diane Ricci, and Mr. Samuel Soibelman.

This year, unlike previous years, the event was held across the street from Boston Latin School in the auditorium at English High School due to BLS's renovations. Despite this inconvenience, the program ran smoothly.

The choral and musical groups performed sequentially from 7:30 p.m. until 10:30 p.m. with a short intermission after the fourth performance. In all, there were nine musical groups which played for fifteen to twenty minutes each.

The program began with the String Ensemble, directed by Mr. Louis Siagel and accompanied by Mr. Ronald Brown. This performance was followed by the Concert Choir, directed by Mr. Ronald Brown. Both of these groups performed



mainly classical pieces. After these groups, the Class V and Class IV Choirs got their chance to display their musical talents, under the direction of Roseanna Fernandes and Ronald Brown respectively. Their selections consisted mainly of contemporary tunes. After intermission, the Junior Band under the direction of Mr. William Harper, the Class IV Choir under Roseanna Fernandes, and the Class V Band also directed by William Harper performed.

The finale of this evening of music consisted first of the Show Choir, then the Senior Concert Band. The Show Choir under the direction of Roseanna Fernandes and accom-

panied by Ronald Brown, graced the audience with selections such as "Boogie Woogie Bugle Boy", "Blue Moon" with solos by Kevin So and Valerie Anderson, and "Crazy Rhythmn." The Senior Concert Band directed by Mr. Jimmie L. Jackson topped the night off with their talents, performing such classical pieces as "Carmen" and "The Marriage of Figaro Overture." All in all, the musical organizations made a fine showing of their musical talents and the night was a success.

de Bergerac". The audience, Class I, was also graced by the attendance of several members from the BLS classes of '39 and '64. The invitation was in accordance to the tradition of inviting members of the twenty-fifth and fiftieth anniversary graduating class to serve as judges. Mr. Contompasis presided over the event and the Senior Concert Band filled the auditorium with

musical selections, among which were Bizet's "Carmen" and the traditionally played "Harvard Hymn".

The winners, determined by performances throughout the year, for this year's Prize Declamation were Peter L. Wendler for first place, Jessica Dellorusso and Kevin So for second and third places. Peter Wendler of Class I declaimed a

selection from "Cyrano de Bergerac", Jessica Dellorusso of Class II declaimed "The Love Song of J. Alfred Prufrock", and Kevin So of Class I declaimed a selection from Thomas Stoppard's "Rosencrantz and Guildenstern are Dead".

LETTER FROM THE EDITORS

Throughout the past school year, the ARGO has once again pulled through in serving the Boston Latin School community, with five news editions and a special commencement edition. However, a mission such as this was not an easy one for the ARGO this year. With the renovations, the ARGO's headquarter, the SIC room, became nonexistent. Changing over from the manual layout system to the computer-aided layout system, which is the one the ARGO uses now, was not the simplest task either. On top of that, the major annual ARGO fundraiser, the carnation sales, was detrimented by the fact that there were now two physically separate student bodies to whom sales and deliveries were to be made. Nonetheless, the ARGO managed.

The credit does not lie within the circle of editors or of just a few people; the credit is due to the BLS community as a whole. Although the ARGO had no headquarter in which to work, teachers on the first floor were always willing to open up their homerooms to the staff. Credit is owed to Mr. Ordway and Mr. Lee who aided the ARGO in the computer layout processs, whether it was opening up the computer labs, allowing the ARGO to stay long hours after school, or offering assistance in the use of the software. Mr. Maloney should also be thanked for allowing the ARGO to use the laser printer, which he needs so very often, at such short notices. Then, there is Mr. Maisey and Mr. Sullivan who have gone to the printers for the ARGO in delivering issues

to be printed or in picking up necessary items. Also, a great thank you goes to the students who have been assisting and supporting the ARGO throughout the year. It has been encouraging to see a growing interest in the student body for submitting material to the ARGO, especially articles from BLS members as young as Class VI. The ARGO would not be without those wonderful photographs either, would it? Thanks to the *Liber Actorum* for sharing some of its archives with the ARGO. This is indeed everyone's paper, for in one way or another everyone has lent their support, from Mr. Harper's pair of scissors to Ms. Middleton's paper clips to Mrs. St.Cyr's roll of scotch tape. The list of thank you's can go on forever!

Upon leaving a two-year attachment, for we the editors have been working on the ARGO since our junior year, there is a great feeling of bittersweet sorrow. Nevertheless, we are sure that support for the ARGO will continue as we tranfer editorships to a new crew. But, before we leave, we would like to say one more thank you; this one is to our beloved faculty advisor Mr. Flynn for putting up with us for the past two years. Thank you! Have a great summer vacation and come back in September to see what the 19th year of the ARGO has in store for you!

the EDITORS '89

ANNEX STUDENTS SPEAK OUT

by Jennifer Chan

As the school year comes to a close, we look back with sorrow, regret, and most of all relief. One major aspect that we shall always associate with this year is the division of Latin School: seniors, juniors, and sixies in the main building, and sophomores, freshmen, and fivies in the Annex Building. It has been hotly debated as to which of the two groups is better off. While the students in the main building had to deal with construction, dust, lighting and heating problems, the students in the Annex Building had to deal with overcrowded and narrow hallways, unfamiliarity with the building, and a certain sense of injustice when Latin School is viewed as a whole. This year the main building had been wrought with so many problems that the students were dismissed early a few times. However, not all of Boston Latin students were released, but rather

only the student in the main building. It is true that the main building was the only building to suffer these problems, but when the headmaster, Mr. Contompasis, assured us that the Annex and the main building were still one student body, students and teachers in the Annex took it to heart. Little did we know that a day of school was more important than a sense of unity. Life in the Annex had its ups and downs. We faced many new and different experiences: the silent bell, a unisex bathroom, air conditioning (although they were seldom, if ever, used), the finals abnormally scheduled during class time, the noise level from Huntington Avenue, the fixed schedules, no sixies to pick on, and no seniors to pick on us. Things we'll miss about the Annex? How about the boxed lunches, our brief but refreshing glimpse of the sun when we travel between the Administration Building and the Kennedy Building, our illustrious Annex leader Mrs. Kelley. Au revoir, Annex Building. It's been real.

by Lisa McCullough

As you know, throughout the school year (1988-1989), all of the fivies, freshmen, and sophomores from Boston Latin School have been attending school at the Massachusetts College of Art, better known to us as the Annex. A poll taken of thirty-two freshmen and a few sophomores showed that, although were grateful for the use of the building, a little more that half of them don't like the Annex as much as the renovated Latin School. One of the reasons that they dislike the Annex was that there are problems with the heating system. Also, some students have difficulties travelling between the Kennedy Building and the Administration Building. Most of all, almost every student with whom we spoke said that they felt

as if there are two different Latin Schools instead of one whole school. On the other hand, students said that the Annex also has its good points. For example, the building is clean and air conditioned. Students favored the fact that there is no bell system and therefore no one is ever late to class. Surprisingly, of the thirty-two people interviewed, twenty-eight said that they wished to return to the main building. Most people agreed that it was easier to get around in the main building, and the cafeteria is larger. Others commented that they enjoyed having windows in all of the rooms. Although there are many mixed feelings about leaving the Annex Building and returning to the main building, one student summed up the most common feeling in a few words: " Latin School is where we belong."

Editors-in-Chief
Ann Ambiel
Vincent Lau

Assistant Editor
Michelle Pearse

Business Manager
Anthony Ho

Annex Assistants
Regina Lau
Mable Mui

Faculty Advisor
Malcolm Flynn

Publisher
Charles River Publishing

Staff
Samiah Abdul-Basir
Jennifer Chan
Jimmy Chow
Sylvia Chu
Fannie Fong
Monbill Fung
Jonathan Glatcer
Gregory Hughes
Nonny Inthasomsack
Hilary Kricger
Ann Leahy

Carolyn Lee
Tony Lee
Julian Lim
Karen Marchione
Lisa McCullough
Michele McCullough
Rachel Miselman
Olympia Ming
Marie O'Connell
Erin O'Reilly
Josiclyne Pacifico

Ann Richards
Lisa Silipigno
Shena Stokes
Vickie Towe
Vivian Towe
Sharad Vivek
Clement Wu
Christine Zaleski

BPS MFA GRADUATION

For the past seventy-five years, the Boston Public High Schools Scholarship Art Classes have been held in order to provide youngsters with an opportunity in the arts. Students participating in the program enter in any of their four years of high school upon the passing of an entrance exam. Through the four instructors: Mrs. Molloy, Mrs. Raffae, Mrs. Nutter, and Mr. McMurray, students have worked with problems in design, composition, color, and style. These classes are open to all Boston Public High School students and are free of charge. Classes have been held Wednesdays through Fridays from 2:30 p.m. to 4:30 p.m. at the Museum of Fine Arts on Huntington Avenue.

This year marks a special year in the program, because it is its

seventy-fifth anniversary. The graduation exercises were held this year in the Seminar Room of the West Wing on May 26, 1989 at 6:00 p.m. By coincidence, all the graduating seniors were from the Boston Latin School. The speaker was Samiah Abdul-Basir who delivered a speech reflecting upon the importance of the BPS MFA art classes. After the ceremony, parents and friends were invited to the annual exhibition of the students' art works.

On a sadder note, besides being the seventy-fifth anniversary, this year was also the last year of these classes at the Museum of Fine Arts. Nevertheless, the program director is, presently trying to find a place for these classes to be held. If a place is found soon enough, classes will resume as usual in September.



EARLY FINAL EXAMS . . . GOOD OR BAD?

by Josielyne Pacifico

June is almost here and so are the finals. This year's final exams will be unlike any other Boston Latin School students have taken in the previous years. The final exams this year will be set up differently. Unlike previous years when

the subject department composes one exam for the whole grade, this time teachers have to make up their own finals.

Many students and teachers have expressed some feeling of apprehension to the coming final exams. Both the teachers and students are worried about the duration of the finals. Supposedly, each subject final is to consume one class period.

However, many feel that one class period is not sufficient time. Although some teachers are allowing the final exams to be taken over two periods on two consecutive school days, the majority of the students prefers to take the entire exam in one day. A student could possibly have to take three finals a day if the exams were to be stretched to two days.

Another problem came up when the teachers had to adjust their lesson plans due to the earlier date for finals. Some had to omit some material in order to accommodate the more important topics for the final exams. In this way many students are being deprived of learning due to the insufficient time.

Teachers Win Again!

Sharad Vivek, Olympia Ming, and Lisa Silipigno

After coming away with a victory against the students in the Second Annual Basketball Game held earlier this year, the teachers once again decided to try their luck against the students. This time, volleyball was the contest. It appeared that our teachers wish to expend their horizons outside of the academic field.

On April 24, 1989 at the Massachusetts College of Art's gymnasium, the First Annual Teacher vs. Student Volleyball Game was held. Seven teachers arrived for the showdown in full battle gear. Since only six players were on the court for each team at a given time, the teachers graciously rotated in and out of the game on each serve. Mr. Mathews, Ms. Shevlin, Mr. Anderson, Ms. Hudson, Mr. Smith, Coach Woo of both BLS volleyball teams, and Coach Costello were the teacher representatives. What a line up!

As the afternoon progressed with the ongoing matches, the teachers had not yet been on the floor to strut their stuff. When finally given the chance, the teachers bursted out in full fury. In the first game, Mr. Mathews started off with six serving points in a row. In regulation volleyball, games

are played to fifteen points, however in the interest of time, games were played up to eleven. After Coach Costello missed the chance to put the game away, Mr. Smith took up the next one and served an ace taking the first series. The next series started with Ms. Shevlin coming up to the net. She along with Ms. Hudson put together a mini-run to keep the teachers in the game until the power team could rotate up to the net. The net play of Mr. Anderson, Mr. Mathews, and Coach Costello proved to be an overpowering force. It is unknown whether or not these three were familiar with the terms "spike," "kill," or "down ball," but judging by their actions on the court, their interpretations proved to be more than adequate. The students' consistent play forced the teachers into a few tight situations. All in all, it proved to make the game quite exciting.

In the end, the teachers tied with one of the student teams for first place. As usual, the agony of defeat and thrill of victory, coupled with teachers and students who wanted just to have some fun, made the event a success. Coach Woo and both the Boys' and Girls' Volleyball team would like to thank all those who participated in making this fundraiser a success.

Why on earth would you take an SAT class this summer?

Because you can still go to the beach days.

Because you can still go to the movies nights.

Because you have, face it, a lot of free time and no school work to get in the way.

Stanley H. Kaplan's test-taking techniques and effective educational programs have helped over 100,000 students prepare for the SAT. Thousands have increased their scores 150, 200, 250 points or more.

We offer classes at flexible times to suit your schedule. And when the summer's over, take our fall refresher program before the SAT—free.

Call. Start tanning and test-prepping too.

KAPLAN
STANLEY H. KAPLAN EDUCATIONAL CENTER LTD.

The world's leading
test prep organization.

S U M M E R
CLASSES FORMING IN YOUR AREA
CALL NOW FOR INFORMATION!

(617) 964-TEST

Latin Gets a Touch of Green

As part of the renovation plans, Boston Latin School has received some landscaping work around the building. During the week of May 29 through June 2, workers have planted greenery and mulched areas in front and alongside the school. In the front of the building, new flowering trees have been planted outside of the windows of the main office and the guidance offices. In addition, trees have been planted in the circular openings in the parking lot on the hospital side of Boston Latin School. Shrubbery now lines the sides of BLS as well. The Boston Latin School renovation is not just an inside job; it is a total enhancement of the BLS environment!



German by Latin

German Plays

by Christine Zaleski

On Thursday, April 27, 1989, Mount Holyoke College presented the Twelfth Annual German Theater Festival and Competition. The program consisted of high schools and colleges displaying their talents in the area of German drama. Among the participants were Connecticut College from New London, Connecticut; Cathedral High School from Springfield, Massachusetts; and our very own Boston Latin School.

Juniors John Largess, Laura Cooley, and Joel Oster, and sophomore Radisha Francis performed selected scenes from Max Frisch's HOMO FABER. This play is a story about a flight from

Germany to Mexico. It centers around the main character, Homo Faber, played by John Largess, a grouchy man who prefers solitude over the greeting of a new acquaintance.

The show was performed despite difficulties.

Mr. S. Gallivan, one of Latin School's finest German teachers and temporary director and producer of the play, summed up the day: "It was a lot of fun. The competition was tough. We're looking forward to going back next year and winning the big prize."

Semi Formal Review

by Vivian Towe

This year's Sophomore Semi-Formal was held on Thursday, May 18 at the Quality Inn on Tremont Street, across from the Wang Center. There were two hundred and thirty students at the Semi-Formal, all of them dancing to the music played by the D.J. Sylvalia, who is usually the D.J. for the senior parties.

Along with the students, many teachers attended the event as well. Dr. White and Mr. Salterio were the teacher advisors for the Semi-Formal Committee, of which this year's chairman was Timothy Codrington.

After a great night of dancing, the Semi-Formal ended at around 11:00 p.m., when flowers and thank you's were presented by a member of the Semi-Formal Committee to the two teacher advisors and finally, the theme song, "I'm with You All the Way" by New Edition was played.

The Year of a Sixie in Review

by Hilary Krieger

This year has been different in many ways for everybody; especially for the sixies.

This year, the sixies got a break. Instead of having to get used to all the kids and the huge building, we were only with the juniors and seniors, and only in half a school. Then again, the sixies still got lost trying to find their way around the building. We did have the once-in-a-lifetime chance to see two Latin Schools: before and after the renovation.

The gym, too, was different. We had to go to the Massachusetts College of Art's gym. This caused additional tardiness. There also were no gym lockers for us to use. Are there usually any?

Just when the sixies finally think that they have untangled all the confusion, suddenly exams are two weeks early, along with closing marks. Will we ever figure it out? Stay tuned next year...

FINE·LIGHT
PHOTOGRAPHY BY MIKE RYAN

(617) 770-1890

165 BEALE STREET
QUINCY, MA 02170



Reflections

Commencement 1989

BOSTON LATIN SCHOOL

Reflections Edition



Boston Latin School is a college preparatory school which provides a rigorous academic program in the classical tradition and which fosters the pursuit of excellence. The school welcomes and serves a culturally and economically diverse population drawn from every section of the city and has long produced leaders for the community and the nation.



Senior Poll : What will you remember the most from BLS?

- graduation
- pep rallies
- chemical fumes from renovation
- renovation
- Thanksgiving football game
- prom
- declamation
- cutting classes
- National Honor Society
- Argo
- public declamation
- awards
- first day of school
- senior year
- the people
- the infamous "Sixie Speech"
- meeting my future wife
- Victory Dance
- spaghetti supper
- getting kept back
- front and rear entrances
- lunchroom
- acceptance to BLS
- Mr. Regan's private screening of ROMEO & JULIET
- boys' skirt day protest
- classes
- '88 racial incident
- music class with Mr. Distefano
- elections
- in-house detention
- winning the DCL football game
- hard work
- first senior party
- going to the Galleria for lunch
- String Ensemble
- my temper
- the building
- strict rules
- "no power and no heat" days
- Chinese New Year assembly
- senior sign out

The above is from the senior poll distributed by the ARGO on May 26, 1989. Due to fact that not all members of the senior class were able to take the poll, these items are merely opinionated points from a majority of the class. These do not necessarily reflect the views of the entire Class of '89, nor of the ARGO.

In Retrospect with the Class President



by Carolyn Lee

The following is an interview with the Boston Latin School's Senior Class of 1989's President, Matthew Klein.

ARGO: What encouraged you to become president of the senior class?

MATT: I wanted to become Class President for a number of reasons: One, to give something back to the school. I also wanted to have a say in what happens to the class in the senior year. I also thought that I would be able to represent all of the different types of people in

the class. I wanted to give something back to the students

A: In your opinion, were your hopes fulfilled? Did you accomplish what you had hoped to accomplish as President?

M: I don't really think that my hopes were fulfilled. I don't think that I was able to accomplish as much as I wanted to, but I also think that it is difficult for anyone to accomplish everything because you are lead to believe that you have a lot of say in what goes on in the school, but you'll find out that it really isn't true. It's hard to change things, as it always is. I wasn't as satisfied as I wanted to be. I think there will always be something more that I wanted to do, but the renovations situation really made it complicated on us this year. I think as a whole we didn't do too much worse than any other senior class; we had parties and lounge and raised money. I think, in terms of renovations, we did well. The school year was especially difficult with the renovations resulting in the loss of privileges which couldn't be avoided. It lowered the morale of the senior class.

A: What would have happened if there were no renovations being done in the school?

M: If there were no renovations, we would have had senior parking. We would have had an ex-

clusive senior lounge. We would have had a rotating schedule. However, those were just things that were unavoidable. I also believe that the fact that the school was separated into two buildings discombobulated the students. This divided the students. As the year went on, the senior class became closer than it had been in the past.

A: Did you anticipate problems?

M: I did not so much anticipated problems. Problems came up that couldn't have been avoided. It's hard to solve all the problems. Although I'm the President, there are some problems for which I do not have the ability or the power to solve.

A: Sum up what you have done in 1989.

M: 1989 was a good year. We raised enough money (through selling BLS footballs, BLS sweatshirts and sweatpants, BLS Class T-shirts, and through four parties) so that we could organize a free party at the end of the year. The fund-raising also made the senior trip to Riverside Park possible.

In terms of fund-raising, we did what we had to do. In other areas, I wouldn't be the best one to judge, but I think that despite of all the problems we've had, the year started out bad, but I think it got better.

Thanks to everyone!

Remembering Latin School

After the dust has settled from my senior year, I wonder what type of alumna I will become. More importantly, what type of long term effects will Latin School have on me.

I figure it will take a good year or two of college before I completely break the habit of writing my homeroom after my name. It'll probably take an additional two to five years before I overcome the desire to get up and leave a room every time a bell rings.

It will be a long time before I stop associating my classmates with their class ranks. I have often envisioned myself meeting one of my high school classmates many years from now, and having completely forgotten his name, would instead address him by his class rank.

Will the names of certain teachers still send chills down my spine? Will the mention of a misdemeanor mark continue to strike fear into my heart? Would I still feel nervous upon entering the office if I were to return in twenty or so years? It's amazing how one can be at Latin School for only six years or

less and still suffer permanent damage for the rest of their lives. What about that horrid feeling one gets at the bottom of his/her stomach when he remembers five minutes before class that he is having a test? Will that feeling ever be duplicated or forgotten? What about the school nurse? I hope people remember her, for she has saved more than a few people from having to take that really big test which they forgot to study for. Well, time may heal all wounds, but it still leaves scars. Along with the many attributes of Latin School, there are other aspects that will probably be remembered.

If not Latin or Calculus, Latin does teach many students about this "real world" that teachers keep telling us about. For many, Latin School is the first introduction to cold, hard, fierce competition. It's amazing how much more competitive the students become the longer they've been at Latin School. It's truly incredible how low some people will reduce themselves in order to receive a good grade. Now I ask you, is this really a classical education? Perhaps in today's world.

Latin School has this tendency to make students who are not in the top fifty ranks feel just a little bit inferior to those who are. It's almost as if it were a Latin School ethic that is pumped into students as they enter Latin School that if they're not an Ivy League bound student, they are just not a success nor ever will be. Perhaps Latin School should change its motto from "Sumus Primi" to "Harvard or Bust".

As the years roll by, I shall remember Latin School for both its good and bad aspects. I would like to forget the hours spent studying for that exam that just couldn't be passed, or the hours put into doing homework when another student with a higher rank and lower morals spends only five minutes copying the homework, or the cheating that goes unnoticed, or the feelings of frustration, hopelessness, and injustice, but I can't, for these things are also a part of Latin School.



A Senior Retrospective

by Jonathan Glater

When I think about this past senior year, a number of images come to mind. Winning the Latin-English football game (surprise, surprise), breathing benzene, going to some auditorium called "Looney" - all of these events are probably candidates for the Class of '89 Yearbook. I spoke with several students and teachers about these and other events of the past year and about this year's senior class. I divided their statements into three categories: the good, the bad, and the ugly.

THE GOOD. According to Lester Allen, Vice-President of the senior class, the Class of '89 is "definitely a group of talented people." Allen said, "The diversity of our class is so great that one cannot compare it to any other senior class in other schools."

"Academically this year's class might not be able to compare to previous ones," Ike Ogbuikwe told me, "but you're supposed to have fun in your last year.... I think it's a good class." However, Ogbuikwe qualified his statements, saying, "I wouldn't say it [Class of '89] was 'Excellent!', nor would I say it was 'Bogus!'... it's somewhere in between."

Dave McCabe thought the class was soild: "We were a decent class," he explained, "I don't think we had a good class or a bad class. We were mediocre." Megan McCarthy shared McCabe's opinion, saying, "It's [Class of '89] just as good as any other class I know." I asked McCarthy about this senior year in particular. She told me, "It went by really quickly. I don't remember anything; I spent the whole year dying to go to college." "This year's gone by so fast," Kai Kai Lam agreed. "To see the year as a whole, I need to wait five years. So many things have happened."

Ms. Ponte indicated that she had a very high opinion of this year's senior class, based on what she saw of it. "[They are] Friendly, generous - the best class I've ever had," she said. Ms. Ponte added that she was impressed by the number of students involved in

community service. "There's always a few," she said, "but it seems a greater number is involved [this year]."

Mr. Beninati told me that the Class of '89 "is not an unusual class"; he thought it was basically a good class. Matt Klein, president of the senior class, agreed with Mr. Beninati. "I think the class has come together over this year," Matt added.

Mr. Regan, basing his opinion on the students with whom he has dealt this year, also praised the senior class. "This year's senior A.P. class [English] is every bit as good as last year's, and in some ways better," he said.

"I will miss all the friends that I've made here over the years," McCabe, thinking ahead to college, told me. But, I think he spoke for all when he said, "I'm glad to be graduating."

THE BAD. "If there's a problem with this class, it's one of morale," Mr. Page told me; "This has been a very difficult year, because of the renovation." McCabe described the construction as a "hell" that the Class of '89 has had to go through: "in the past years, students were able to [meet]... in the back schoolyard after school ... to make friends," he explained. "This year there was no back schoolyard and I think that this had a negative impact on our class."

When I asked Jack Yu, president of the Asian Cultures Club, about this past year, he said that he thought the senior class had to "endure ... renovations, the stricter rules, and the pressure of getting into college."

Mr. Regan, thinking about the 1988-1989 school year, sighed as he told me, "What a difficult year it's been for everyone." He continued, "I feel displaced... changing rooms, the fumes, and the noise."

THE UGLY. "Judging by [my] homeroom, they don't seem as energetic, as peppy, as involved in stuff... as last year's crowd," Mr. Regan told me when I asked him about any negative characteristics of the class.

Mr. Contompasis first explained, "I don't think negatively of the class,

although I've been accused of that before." However, the Headmaster did lament the lack of commitment to academic achievement in the class: "I think the class has a lot more potential than what they showed us here."

When I asked Mr. Contompasis to describe the class in one word, he replied, "Challenging." I asked him to explain. "[The seniors] have challenged my patience," he said, "my ability to motivate them, and... my ability to convince the appropriate schools [to accept them]." In short, the Headmaster stated, "I don't think all of you worked hard enough."

Mr. Contompasis did not accept that the renovations had an affect on the academic performance of Class I, pointing out that grades had actually improved during the senior year. Mr. Regan agreed to a point, but suggested that, "There could've been a greater jump of accomplishment without it [the renovations]." "I think whatever has been wrong with the seniors' performance was a problem before the renovation," Ms. Ponte told me, adding, "I don't think the renovation affected their performance at all."

Ms. Ponte spoke of "passivity," a "lack of curiosity" among the seniors and juniors whom she had taught. "It's not a lack of ability; there's a lack of (commitment) to work - at least to schoolwork ...they're putting their efforts into short-term goals."

Ms. Ponte and Mr. Contompasis agreed that the seniors demonstrated an inability to manage their time. " (Studying) does not mean you can't have a good time... ; it means you've got to reallocate your time," the Headmaster said. He predicted trouble in college for those who did not learn to manage their time effectively.

However, because of the good and in spite of the bad and the ugly, Mr. Contompasis told me, "I wish you all the very best, and I have three words of advice: study, study, study."

Senior Poll : What makes Boston Latin School special?

- teachers
- reputation
- students
- diversity
- education
- people
- tradition
- school spirit
- SSAT entrance exam
- pride
- friends
- facilities
- Latin language as a class
- six year duration
- BLS history
- asbestos
- studies
- unity
- respect from peers
- the food
- the competition
- the motivation
- the concentration of intelligence
- National Honor Society
- more ethics
- Classics department
- graduation

The above is from the tabulation of a senior poll put out by the ARGO to the senior class at an assembly on May 26, 1989. These items have undergone minimum editing in order to keep the accuracy of the poll; therefore, they do not necessarily reflect the opinion of the entire Class of '89, nor of the ARGO.



Boston

Latin

School

Class of 1989



Saniah D. Abdul-Basir
David K. Adams
Sheku Aliou
Saladin Alisalaam
Lester W. Allen
Ann M. Ambiel
Valerie J. Anderson
Walter E. Apperwhite
Michele L. Ayan
Wyatt S. Backas
Carmen Baptista
Casimiro R. Barros
John Bench
John F. Bernard
Kevin E. Birch
Eureco A. Blair
Amy Bradford
Jesse J. Breuer
William F. Brinkert
Robin A. Brothers
Mara N. Brower
Patrick Brown
Reginald D. Brunton
Mark D. Buhlman
William J. Burns
Maria B. Bustos
Song Lin Cai
Rosemarie E. Came
Winnifred B. Cazeau
Alice Y. Chan
Elaine Chan
Penny Chan
Sze C. Chan
Thot Minh Chau
Lisa Cherin
Doris Chin
Melissa Y. Chin
Mercedith I. Chin
Michelle Chin
Paul Y. Chin
Jimmy Chow
William R. Chu
Eileen M. Cloherty
Jessica Cohen
Elizabeth J. Cole
Christopher Conley
Susan P. Connell
Raul A. Cordero
Julie Cox
Robert E. Crehan
Kelly A. Cronin
Tanya Cullen
Aiesha Daugherty
Eduardo A. Deleon
Kristen J. Demopolos
Paul C. Desharnais
John H. Devoy
Maria Diaz
Mark A. Dimartino
Carcyanne Denisci
Patricia J. Dognazzi
Ashley P. Doriss

Jennifer Dragani
SpiroulaDragoumanos
Ellen F. Duggan
Jeremy Duhme
Markita Durant
Daryle P. Dwayne
Kevin S. Dyer
John W. Earley
Leah L. Ervin
Linda Etienne
Lisa Felder
Kriste Fernikes
Matthew Flaherty
Patricia A. Flaherty
Frank D. Floyd
Dawn E. Forlenza
Gretchen A. Fox
Timothy J. Galvin
Elizabeth A. Garcia
Alvin Gee
Peter A. Geurtze
Enrico A. Giammarco
Catherine A. Giuffre
Monya A. Giuliano
Jonathan D. Glater
Kristen M. Gleason
Crystal Glennon
Mara A. Golden
Angelina Gomez
Leslie J. Gooden
LeilaGraham-Willis
Joshua G. Grant
Tabatha Gray
James W. Griffin
Taran G. Grigsby
Sharon D. Grubbs
Andrea Guen
Karl Gundall
Katie A. Hanlon
Jill M. Harrington
Johanna L. Harvel
JacquelineHastic
Matthew J. Hayes
Herman S. Haynes
Dwight C. Henrey
LisaHernandez
EsterHinkson
Anthony Ho
Kieunya T. Hoang
Gregory T. Hughes
Brian J. Hurley
Dino G. Imbergamo
Donna Johnson
Laurence C. Johnson
Demira Jones
Laurita Kigler
MelpoKalaitzidis
Matthew A. Keary
Edens Kebreau
Paul J. Kelley
Michael J. Kelley
Shawn C. Kelley

Tricia M. Kelley
Elizabeth M. Kenneddy
Robert R. Khouri II
Jerome E. Kilcy
Andrea King
Calvina King
Joan A. Kingsbury
Hannah K. Kirshenbaum
Matthew Klein
Henry Y. Ko
John F. Koen
Lisa Seong Kong
Andromache Kouris
Anne T. Kuriakose
Richard F. Ladue
Solomon Lai
Cindy Lam
Kai Kai Lam
Robert T. Lanza
Vincent W. Lau
Sin Ming Law
Rita A. Lawrence
Angela M. Lee
Carolyn K. Lee
Ken Lee
Ken Wenchian Lee
Tony Lee
Johnny Lefevre
Yolanda Leonard
Joshua Levine
Julian Lim
Jacqueline Lirian
Tommy Lo
Daniella D. Loffredo
DemetriosLoulourgas
James P. Lovett
MatthewMacDonald
Rachel C. Madden
India Maddox
David M. Naggio
Tricia I. Mahadeo
Susan J. Mahon
Dominica Man
John D. Manson
Rodlynne Marcellus
Karen E. Marchione
Denise A. Matulis
Dean A. Mazzone
David C. McCabe
John W. McCabe
Karen E. McCarney
Megan McCarthy
Kathleen T. McCormick
Darius I. McCroy
Kara McElhinney
Kevin McGrath
Palestine McKinnis
Melissa McKroy
David V. McNulty
Sheila A. McRae
Laura G. Meegan
Louisa P. Marianos

Dorothea G. Millerick
Rachel Miselman
Catherine R. Mitchell
Robert Mola
Eugene Moore
Francis Moore
John T. Moore
MelissaMorales
Sphia Morales
Sandra Morris
Julie Morrison
Joanne Mortali
Sonya D. Mullins
Daniel G. Murray
Michael S. Masson
Kevin Ng
Vanessa Ng
Thuy Hoa Nhu Nguyen
Jean Gerard Nicolas
Stern Nicolas
Yvette L. Niles
Harry Nord
Carol Wai Nung
Marie C. O'Connell
Carol A. O'Connor
Paul J. O'Donnell
Ike Ogbuike
Kristine A. O'Hara
William T. O'Keefe
Kerry C. O'Keefe
Tara Olenja
Stephen H. Olivera
Timothy L. O'Rourke
Wilberto Ortiz
Monique A. Osgood
Matththew P. O'Shea
Jeremiah J. O'Sullivan
Fred Pagliarulo
William S. Paiz
Jampa Palsang
Diana Parasirakis
Michelle Pearse
EdgardoPerdomo
Michael A. Perez
Michael K. Peters
Mary Pham
Leonard R. Pinto
Thomas A. Porro
Cindy Lea Prussman
Maurcen Pucci
Ronnie C. Puzon
William Quan
Rodney Rafferty
Michael C. Ratta
BarbaraRhodes
Randi A. Rice
Ann M. Richards
Rena Reeves
Tina Riley
Marta E. Rivera
Averrill Roberts
Paul T. Roberts

Isabel C. Rodrigues
Yovanny Rosa
MarisolRosario
Matthew Rosc
NocholasSaber
Guillaume Samson
Eric P. Sassone
Mary R. Savage
Nelda F. Scott
Suncear R. Scretchen
Sharon M. Sealey
Jennifer Sellon
Christopher Shaw
Carol A. Smith
Kerri M. Smith
Terri R. Smith
Kevin So
VictorSoohoo
Lisa Spears
Ian Stern
Andrew J. Stwerat
Elizabeth C. Sullivan
Michelle Suozzo
Kathleen T. Sweeney
Donna L. Szeto
Sally Tam
Jain Dong Tan
Ruby Tapia
Jennifer Toner
Vickie L. Towe
Annie Troung
MichaelVasicek
Lerato L. Vilakazi
Eric von Laudermann
Kathleen M. Wall
Marybeth Walsh
Layla Watkins
Monica M. Wells
Peter L. Wendler
Kathleen T. Williams
Taliah M. Williams
Charlene L. Willoughby
Molly R. Wilson
Suzannc J. Wilson
Stephen J. Woelfel
Amy H. Wong
Cliff H. Wong
Janet C. Wong
Michael C. Wong
Pcter Wong
Richard Wong
So Yuk Wong
Terana Wong
Tommy Wong
Helen Woo
Timothy Woo
Joshua L. Wright
Clement Wu
Tiffany D. Wynder
Theresa L. Yee
Henry M. Yglesias
Fannie Young
Jack Yu



Senior Poll : What do you think BLS needs the most?

- refreshed teachers
- better facilities
- more money
- better guidance department
- new administration
- more electives
- more activities
- a pool
- discipline
- better library
- toilet paper
- renovations
- sense of humor
- business course
- typing course
- new books
- respect
- better history courses
- cleaner environment
- African history course
- compassionate people
- psychiatrist
- better food
- more mirrors in the lavatories
- attention to mid-ranked students
- winning sports teams
- school spirit
- more services
- communication and understanding
- open campus
- more practical activities
- ethics speeches
- unity
- honesty
- compassionate teachers

The above poll is an opinionated view of members of the senior class; in order to maintain the accuracy of the poll, very little editing has been done. As a result, some of these views may be of only a small group of the entire class. Therefore, these views do not necessarily reflect the views of the Class of '89, nor of the ARGO. Please do not take any of these points into offense.

WARNING: Senior Year May Be Hazardous to Your Bank Account

by Clement Wu

Some say that senior year is the most exciting year in high school. Some say that it is the most fun; others say it is the most stressful. It is also potentially expensive. In terms of academic spending, I have spent more this year than all my other five years combined. To give a rough idea of how much one might spend during senior year, I will describe my senior year's costs as I remember them.

I took my SAT's and two of four Achievement tests during my junior year. Since SAT's and Achievements are usually considered a senior year cost, I will include them in my grand total at the end of this article. I took the SAT twice, which cost me about \$26.00. I was late in meeting the registration deadline for one of them, however, and therefore had to pay a late fee of \$15.00. Note: try to register before the deadline. Paying an extra \$15.00 because one "forgot" to register is rather foolish.

Another thing: If one buys a SAT preparation book, USE IT. Don't be like me. I bought a Barron's prep book for \$9.95 and didn't even use it. It's as new as it was on the day I bought it. Now it's in the attic. There goes another \$10.00 into the circular file.

In addition to the SAT, many colleges require three Achievement tests, which cost \$13.00 for up to three tests per test date. I took two in my junior year and two in my senior year. Many probably will take all three in one day. This is a good idea if one feels prepared, because if one takes two on one day and one on another, one will

have to pay twice. I paid about \$26.00 for my Achievement tests. In November/December, I applied to six colleges, each of which costs \$45.00 for an application. Some colleges, such as Stanford and Cornell charge \$55.00. In general, the more selective schools charge the most. The total cost of my college applications was a gruesome \$275.00 and I only applied to six colleges. The bad news is that one may be interested in ten or eleven colleges. The good news is that not all colleges have a \$45.00 application fee. Do not refrain from applying to a college simply because of application costs, however. Fee waivers are available.

The next major cost for me was my Advanced Placement exams which I took in May of my senior year. This year, each exam cost \$57.00. I took five such courses. \$57.00 multiplied by five results in the rather hideous figure of \$285.00. Once again, there is a bad side and a good side. Unfortunately, Advanced Placement exams, like the SAT's and Achievements, tend to increase in price. Fortunately, one gets to choose how many AP courses one takes and therefore how much one spends on the exams. Fee waivers are also available. In case one is wondering, one doesn't get a discount if one takes four or five AP's; I already asked.

When the AP's were over and people were counting the number of days left until sign-out, prom committee members announced the collection of the final prom payment. This year's senior prom costs \$75.00. My tuxedo rental cost \$60.00; I ordered tails. Fortunately I did not have to rent a limousine,

whose cost I won't even bother to mention.

Then, there were the various Boston Latin School apparel. This year alone I bought: Argo sweatshirt (\$19.50), an Asian Cultures Club T-shirt (\$9.00), a BLS insignia T-shirt (\$8.00), a "Class of 1989" sweatshirt (\$30.00), BLS sweatpants with a wolf on the leg (\$15.00), and a BLS calendar/planner (\$3.00). The total? \$84.50! And I didn't even buy one of those "Mug Shots" cups or the T-shirt with every senior's name on it! Be careful. Seniors tend to buy anything "BLS" since they are in their final year here. If someone had told me I would spend over \$80.00 on school-related clothes, I would have not have believed him.

I also paid \$12.00 for my cap and gown, \$20.00 for my yearbook, and over \$60.00 for my yearbook pictures. Furthermore, I paid over \$20.00 for all the overdue library books used for my research paper, required of all seniors.

The approximate grand total, excluding what I forgot to include, is: \$960.00.

I don't mean to frighten the new seniors; of course, not every senior is going to face the same costs. Some may only need to take the SAT's once, others won't buy so many BLS clothes, and still others may not wish to take Advanced Placement tests. Although a large portion will indeed face costs similar to mine, I do not wish to discourage one from having a fun, exciting, and rewarding senior year.

Besides, the \$21,000.00 that Stanford is going to cost one in two years will make the \$900.00 look like loose change.

Cherishing the Alma Mater Already

by Jimmy Chow

It's all over now. Boston Latin School is history to us [seniors] now. Hard to believe, isn't it? However, as we leave Latin School and head our separate ways to college and to the rest of our lives, there is one thing that we should never forget to do : cherish our experience at Boston Latin School.

First, we should cherish the fact that we have survived and are graduating from one of the finest high schools in the country. For six, or four, long, trying years we have endured through a rigorous program, facing much adversity along the way, yet overcoming it every time.

Second, we should cherish all that we have learned, not only academically, but also, as a person, spiritually. Sure, we have learned Latin,

math, science, history, and a foreign language, but we have also learned much about ourselves, growing up, life, and the real world. Entering as young boys and girls, we leave BLS as young men and women. Next, we should cherish all the good times that we have had and shared. No matter how bad an experience some of us might have had at Latin School, undoubtedly each one of us has his share of good memories and special moments. Furthermore, we should cherish the teachers, guidance counselors, and other members of the faculty who were willing and caring enough to give up their own valuable time just to talk to us, help us with our problems, or even write recommendations for us, although they already had twenty others to write. Finally, most important of all, we should cherish those countless friends whom we have made in all of our years at BLS. These

are the friends who helped us get through the worst of times, the friends who supported us when everyone else was against us, and the friends who listened when no one else would. Without them, we probably would have had a much more difficult time through these past several years.

As we say good-bye to Boston Latin School, we may be jumping and shouting for joy right now, but as hard as it may be to admit, we are going to miss BLS sooner or later. We should always cherish the memories of our years at this school. These memories are ours forever; no one can ever take them away.

Look out world, here we come, the Boston Latin School Class of 1989!



ARGO SENIOR POLL FREE RESPONSES

How has BLS changed you, or how have you changed BLS?

Sampling of the Responses

"It taught me the importance of studying and how."
"It has given me the ability to undergo extreme pressures and stress."
"It has taught me how to be myself and do things on my own."
"It has taught me how to study and discipline myself."
"BLS changed my attitude and my behavior."
"I have more confidence. I'm not as smart as I thought I was. I can get by in this world. I can handle competition, and I have learned to set high goals for myself. I have also learned that I have worry about myself first, then everybody else."
"I think that BLS has made me very competitive and has taught me how to work hard and long. However, it has made me less outgoing and less confident in a social sense."
"I feel mature, ready to face the world, and cultured."
"BLS gave me a taste of the real world."
"BLS has changed me in the way that I've learned to accomplish my dreams, and also I have learned to cope with many difficulties in school."
"BLS changed my character and way of thinking about certain issues."
"It has made me more aware of my abilities to succeed."
"It has made me realize that there is a lot of competition in the real world. In order to be successful at whatever I choose to do, I will have to work hard."
"I learned how to take more responsibility for my actions."
"It taught me about people and how everyone is different. Relationships have made me grow up to be

"BLS changed me by exposing me to new cultures, making me learn the city and the T, opening me up, giving me confidence, and by letting me try new things that I otherwise would never have tried."
"It has made me resent authority."
"Boston Latin has prepared me for a college career. It has made me a mature person, and I feel confident that I will do well at whatever I set out to do. In my six years here, I have had a continuous challenge."
"BLS has given me a new outlook on life."
"BLS has made me a more well-rounded person. I've met students from all different backgrounds and feel that I've been enriched by these friendships."
"It has made me happier. I feel, that I have accomplished something."
"I've grown academically, emotionally and socially. I've learned good study skills. My values and morals have even been tested here, and I've become stronger in them. I think one thing is true with everyone - since coming here, we have all changed physically...but the school had nothing to do with that!"
"BLS has changed me by burning out my mind before age twenty."
"BLS has made me wake up and smell the coffee, especially in my senior year. I found out that I really wasn't that special because I go to BLS and that there were people who obviously deserve more recognition than our school gives them."
"BLS has changed me in that it has groomed me and disciplined me to be successful in life and do well in college, and achieve in life whatever my endeavors would be."
"It has made me depressed and tired."

A Senior Address to the Class of '89 from Ms. Middleton

What a fun group!! Lord, you all like to party! And sleep!! And be loud!! And, even, occasionally, study. As your teacher in English, and as your homeroom teacher, I learned to love you for your thoughtfulness, admire you for your creativity, and wonder at your propensity for procrastination.

I am so glad to have made your acquaintance. You are the next generation of movers and shakers, yea, even policy makers; and because of that Latin Spirit, I know we will meet again. Take care, and remember who loves you, Baby.

- Ms. Middleton

If you were to go through BLS again, what do you think you would do differently?

Sampling of Responses

"I would probably work a little bit harder to get into the Honor Society."
"Acquire study habits."
"I would find out about academic requirements earlier (for a higher class rank) and learn more about clubs and activities I could join (Prize Declamation, Debating Team, etc.). I would also try to be more disciplined in my school work."
"Study harder."
"Be more outgoing and to try harder academically."
"I would participate more in sports and school activities."
"I would try to do better in school."
"Be more studious."
"I would definitely join the band. I wouldn't have taken seventh and eighth grade so seriously (they don't even really matter!)."
"Nothing."
"I would study harder and get more involved with school activities."
"I would study more intensely."
"Start studying in the tenth grade and therefore I would have been inducted into the National Honor Society."
"Acquire better Math and Latin teachers, apply myself more..."
"Make more friends and be more outgoing."
"Study more, do better."
"Bring my own lunch."
"I would enter in the seventh grade."
"Study harder in order to increase my rank to the top twenty."
"Become ranked in the top fifty."

"I would study harder and apply myself more, also, I would attempt to participate in more extracurricular activities."
"Study harder and take school more seriously."
"Participate in more activities."
"I would probably transfer out before I had to go through all the headaches I've already been through."
"Try to improve my study habits."
"The way I studied and did my homework."
"Take different courses, do better junior year to raise my rank and get into AP classes."
"I wouldn't. Maybe just choose better friends and start thinking about my feelings instead of everybody else's."
"Nothing!! Just have more fun!"
"I would become closer to my friends before leaving."
"I'd get more involved in extra-curricular activities(maybe play a sport) and I's start working hard sixie year instead of waiting until junior year to get my act together."
"I would choose different courses. I wouldn't take Spanish or math during my senior year."
"I would have been more involved in the student government ; more active. I would have chosen other types of friends. I would have taken advantage of teachers' help."
"I would try to meet more people and join more clubs and teams."
"I think that I've made most of the right choices here, so I don't know what I'd do differently."
"I would probably work harder and be more open to accepting others' viewpoints. I would grasp more opportunities."
"I would be more studious and come to school less."
"I wouldn't be a sixie."

The following questions are from the ARGO Senior Poll distributed at the Senior Assembly on May 26, 1989.

Are you glad that you came to Boston Latin School?

YES 155 NO 13

Were you forced to come to Boston Latin School?

YES 43 NO 144

Would you come back?

YES 117 NO 31

Due to the fact that not all poll takers filled in all the questions, there are disparate numbers between the questions.



BLS ALUMNI RECOLLECTIONS

An Experience Worth Remembering

by Lee J. Dunn, Jr. '61
President of
Boston Latin School Association

I graduated from Latin School twenty-eight years ago this month. As with anything else in life, one's perceptions of events that occurred some time ago change not only with the passage of time, but also, hopefully, with maturation. The fact remains, however, that my Latin School experience has stood the time for a number of reasons. When you compare Latin School with other secondary schools across the country, the rigor of the Latin School experience is highly unusual, if not unique. It is very uncommon for adolescents to be worked as consistently hard as Latin School students.

Hard work is not necessarily its own reward. However, when the quality of education, the fund of knowledge, and the ability to reason which you take away from that education which is as great as that of Latin School, the hard work means something.

Latin School teaches you how to study. There are scores of brilliant people who have never developed the mental discipline that is necessary to be successful in college, graduate/professional school, or life. The experience of learning how to study is probably the greatest asset of the BLS experience. Latin School teaches you not only how much you know, but also how much you don't know. The quality of the competition within the school is so high, that even though you might fool others occasionally, you don't fool yourself as to how much you really know, and, conversely, how much more you need to know in order to succeed.

The quality of the Latin School student body forces you to work

hard in order to succeed. Any school has top students. The questions are how good are the lowest ranking students in a class and how hard do they work and push those above them. The work ethic which has always been a hallmark of Latin School students causes the entire student body to work harder regardless of class rank.

The Latin School experience is one which, I suspect, new graduates and younger alumni will appreciate more years after they graduate. In college you will see bright people who are not as well-trained or well-disciplined and who also do not have the fund of knowledge that you have. Then, as the years go by, the kinship and mutual respect that Latin School graduates have for one another becomes very helpful in business and professional life. Most of my close friends today are the people with whom I attended Latin School. That experience bonded us together, and, no matter how many other people I meet, the closeness of that relationship is one that, I have found, truly stands the test of time.

Finally, Latin School needs and deserves your support throughout your life. As I stated before, you may not fully appreciate what Latin School means to you until you've been out for several years; but, believe me. Those who come after you are going to need your help and support if Latin School is going to do for them what it did for you.

To the graduating seniors, my congratulations on reaching a wonderful milestone in your life, and to the rest of the student body, best of luck in the future!

Way Back When; Yesteryear; Now

So far, there are three generations of Latin School graduates in our family, spanning two centuries. One of my uncles began attending in 1897; my father graduated in 1911; I in 1943; my brother in 1949; and my daughter in 1986. One can imagine, then, how much school talk there was around our house - mostly Latin School talk, as all my sisters, my mother, and one aunt went to Girls' Latin School, before BLS thankfully opened its doors wider.

How does what we see and hear about BLS these days measure up to what we remember hearing from some of those long-gone ghosts of earlier classes, and how we recall seeing the school through their eyes? The French have a saying which roughly translates as "The more things change, the more they stay the same." It applies to Boston Latin School.

Problems with the building? Earlier pupils complained about the Bedford Street or Warren Avenue monstrosities--sites we shared with - would you believe- Boston English! Now, they've followed us to the Fens. And even further back than then, the school history records how Headmaster Dillaway spent part of his vacation painting the classrooms, just the way Mr. C today prowls around all summer, checking on the contractors who seem to be making a life's career of currently needed renovations.

Pupils' attitudes towards teachers? That hasn't changed much either. There are far many more teachers whom graduates remember for the rest of their lives than there are whom they quickly forget. The awe that came into my father's voice when he spoke of William Pride Henderson or Charles Fenno Winslow! The only change is that today you don't have teachers with known middle or fourth names. Seventy-five years ago, students had William Henry Joseph Kennedy; fifty years ago, we had Fredrick Parker Hamilton Pike, Leon Otis Glover, Clinton Burnet Wilbur, and Archer Linwood Faxon. We all have bestowed nicknames aptly, though, but never face to face. While we listened to Bunky, Doggy, Itchy, Long John and Sleepy Joe, you watch Rex, Malleo and Big Bird perform. That respectful awe comes

into my voice when names like Aaron Gordon or Henry Pierce or Joe Hobbes or John Cray get mentioned, just as you revere recent retirees like Joseph Desmond or Mary Sullivan-- there are a score of others on board right now whom it would embarrass to name; you know who they are.

All of which is not to assert that there were or are no flaws or lacks at BLS. The gyms have never been adequate, and the playing field or courts or tracks have always suffered from the chronic urban money shortage. When you think of where our athletes have had to train most of the time, compared to the awesome opulence at the prep and private schools or out in suburbia, it's a wonder that we have competed so well. Music and Art Education are not stressed, again partly for lack of money, nor is visual arts appreciation. But in the gap that the classical term "compensation" comes into play, through their literature courses in language arts, BLS students do develop a sense for gleaning out some moral or concept from, say, a movie. For example, in the '40's we learned about changes in character and maturity when we watched outside of school Spencer Tracy mold Freddy Bartholomew in "Captains Courageous" just as today you see how Dustin Hoffman affects Tom Cruise in "Rain Man." The beat goes on.

The continuum that threads its way through the years at Boston Latin, then, is that dedication to and seriousness about teaching and learning; about drawing out or drilling in information plus a thinking process that good teachers bring about. The dynamics of idea interchange, and sometimes stern, sometimes soft insistence on knowing your material or backing up your facts and theses are what counts towards making BLS such a demanding, challenging place to get an education. If my daughter, Class of '86, decides to resist the suburban siren song and raise her children in the city, who knows? Maybe we'll have a fourth generation of BLS graduates, in the twenty-first century. Let's hope so.

BLS 25 YEARS AGO



LATIN GOES TO HARVARD



JUNE 8, 1989

Harvard Commencement. Under the auspices of towering green trees, in the Tercentenary Theatre of Harvard Yard, juniors from Boston Latin School busily hum through the rows of chairs. Select members of the junior class distribute both English and Latin programs among the rickety wooden seats which will soon be filled by many dignitaries and graduating students in a few minutes. From all over the country, and even from around the world, parents of the graduating class start filling up the sections of seats spread across the green. The BLS students try politely to keep eager parents and frantic photographers from the roped off areas. The different alumni groups fill up their reserved sections as the Harvard Band plays

away. Amidst the confusion, a distant drum is heard - here come the students! At this point, photographers are more enthusiastic than ever to get a snapshot of their favorite graduate. "Please, oh please! Can I just get one shot of my son?" Such confusion continues until the speaker arrives at the podium. The mission is complete.

Every year, as a tradition, Harvard University invites members of the junior class who have been selected by teachers to participate in the commencement ceremony. BLS students distribute programs before the ceremony and act as ushers during the actual ceremony. For their services, a stipend of \$10.00 is provided, in addition to a ticket to a lunch spread in Harvard Yard.

South End Community Music Center

by Monbill Fung

Are you considering a music course, but feel that the school music program is not quite right for you? Then, you should consider enrolling in a class at the Community Music Center in the South End. It is an excellent way to be introduced to music, or if you are already a talented musician, the Music Center can be an excellent route to take to expand your skills. There is a wide variety of classes one can take there; classes range from voice lessons to French horn lessons to music theory. One can also join a music ensemble. The teachers come from a variety of backgrounds. They are friendly and are very knowledgeable in their particular field of music. Many of the instructors have majored in music and have played professionally throughout the country; many still do.

The Music Center also has many performances throughout the year, both student recitals and faculty performances. Of these performances, three are of special interest. The first is the Christmas Open

House Recital which many parents often attend to watch their children perform. This is one of the largest recitals of the year and most of the students readily show up to perform at the recital. Next is the series of faculty performances in the early spring. This is a series of performances by faculty members at the Music Center over the course of three Sundays during the spring. This year the performances were a Microtonal Synthesizer and Jazz Ensemble, a Piano/Cello duet, a Piano/Viola duet, and a String Quartet. Finally, there is the year's end Awards Night which generally is the end of most classes for the students at the center. This is the largest of all recitals. Often there are some important community figures present; this year Scott Reese from Channel 7 was there. All the performances are open to the general public and, except for Awards Night which usually occurs at the YWCA on Clarendon Street, take place in the Music Center. If you are interested in enrolling, you should contact the South End Community Music Center during

Semi-Annual NHS Induction

National Honor Society Induction

On June 1, 1989, for the second time this year, the induction ceremonies of the Boston Latin School's National Honor Society were held at the Boston English High School auditorium.

Members of Classes II and III were invited to attend the semi-annual event. At this event, thirty-four seniors and twenty-two juniors were inducted into the NHS. Speakers included Katherine Comer, the top ranking member of Class II, Boston Police Commissioner Francis M. Roache, United States District Court Judge Mark L. Wolfe, and headmaster Mr. Contompasis.

The guest speaker, Commissioner Roache, highlighted points from the outline of the police department's code in his address to the assembly. He mentioned the importance of one's guaranteed Constitutional rights, one's integrity, and one's values. He also stressed the importance of hope in education for the future and the impact made by adults as examples. In doing so, he shared a story about a little child, who amidst a drug filled environment, promised not to take any drugs, as a result of an educational program on drugs.

During the ceremonies, the Ward Fellowship winners were recognized as well. These students would be working with various service people in the city over the summer. Some of these service people include Mayor Flynn, Governor Dukakis, and Lieutenant Governor Murphy.

The Boston Latin School Prize Committee also took this opportunity to announce the winners for various Boston Latin School medals and book awards donated from various institutions. The majority of the medals, which ranged from math awards to service awards, were awarded to members of Class III. The book awards were prizes given by institutions such as Harvard, Yale, Brown, and Dartmouth. Bausch & Lomb and Rensselaer Polytechnic Institute awarded medals for math and science accomplishments.

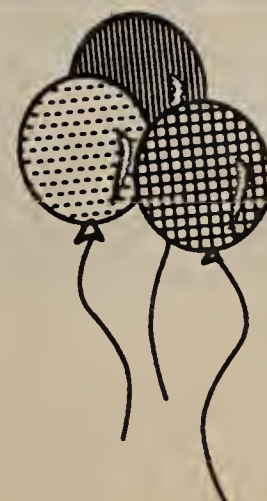
Afterwards, parents and friends were invited to a collation in the main building's cafeteria, where the String Ensemble played several musical selections and artwork from the Art A.P. class were displayed.

classified ad



A Special Happy Birthday to Ann

from her friends on the ARGO



The 1989 BLS Video Yearbook

by So Yuk Wong

Have you heard about our school's VIDEO YEARBOOK? It is a video tape highlighting events that happened during the 1988-1989 school year, all filmed by the students. The Gruenberg Group, a professional video taping company advises the Boston Latin School students on how and what to tape. Then, the group takes all the filmed tapes, edits, and cuts the segments into a finished product of thirty minutes. Music and special effects are added to enhance the quality of the product. Events such as the National Honor Society induction ceremonies, Prize Declamation, the Afro-American Society's History Presentation, Valentine's Day Carnations, the Teacher vs. Student Basketball Game, the talent show, school play, and sports - football, tennis, baseball, and even cheerleading - are included. In addition, there are fun segments of the "school lunch," "sixie torture," faces of

by A Graduating Senior

Leaving these hallowed halls of Boston Latin School, we, as soon to be alumni, become conscious of the transition we are about to make in our lives. The security of that which we are leaving lies in contrast to the uncertainty of that which we are about to face. Relief, apprehension and anticipation overcome us. For the past two weeks, I have been attending an orientation session at one of the local universities. Thus, I have experienced somewhat of a sampling of "college life." I have found that college is both a world apart, and at the same time "next of kin" to high school. The same "fear of the unknown" overwhelmed me as I began here. Actually, it is more apprehension than fear. As when I began Latin teachers and students, and the ever present construction and renovations to Boston Latin School - the old and the new building. There is also an introduction with a short take of current world events giving the viewer an idea of the time frame. There is also a segment dedicated to seniors : senior

A Taste of College

School, I was thrown into a somewhat smaller, yet equally diverse group of students as when I was a sixie. Some people knew each other, but most were strangers to one another. One can still observe students trying to converse with one another. As in high school, faces eventually become more and more familiar. Names and faces begin to correspond. As for the classes themselves, their sizes fluctuate. Classes can meet in "lectures," which can, for example, consist of a group of seventy-five students. There are also smaller classes, or discussion groups, which may have around fifteen students. In these groups, professors instigate discussions. Students are encouraged, rather than forced to volunteer. Teachers are referred to as "professor," rather than "mister" or "miss." Professors differ in opinion on how they want

ot be addressed, so it is "safe" to address them as "professor." The faculty also accord the students with the same respect. I was very surprised when I first heard the professor refer to a girl raising her hand as "the 'woman' in the last row." There is much more freedom in college, but there comes with this much more responsibility. A student may not need in the hall to visit the restroom, but student are expected to show their professors and classmates respect and courtesy. If work is missed, it is the student's duty to make it up. The excuse "I didn't know" does not stand well with people in college. In college, a student is responsible for his own education ; so, seniors...take care!

farewells, the senior group picture, the prom, and graduation. This new and exciting project will continue to benefit Latin School students. The video yearbook is not only lively, but also a great memento of the school. In years to come, buyers can cherish the great moments of high school years

by simply viewing the video yearbook. This year the club advisor is Ms. McCarthy and Betsy Hadden is the advisor from the Gruenberg Group.

presenting ... "1989 BLS ON STAGE"



Wolfpack Sports Briefs

by Mable Mui

INDOOR TRACK

This year's indoor track team has done quite well through the coaching of Mr. Evans. The team's overall record is fourth. They made it to the Allstates and finished in eighth place.

CROSS COUNTRY

The cross country team, whose coach is Mr. Meagher, finished fourth in the league. Emily Parker, an outstanding runner, placed seventh out of over more than sixty runners in the 3-3.5 mile run.

BOYS' BASKETBALL

The basketball team this year finished 2-18. They were coached by Vincent Mili and led by captain Ike Ogbuikwe. Four seniors will be leaving the team this year.

GIRLS' BASKETBALL

Through coach Myers, the team finished with an overall record of 20-2. They are co-champions with Concord-Carlisle in the Dual County League. Averrill Roberts, MVP and All Star player will be leaving the team as she graduates. Coach Myers, for the fourth time, has been nominated Coach of the Year.

BOYS' VOLLEYBALL

The boys' volleyball team has done very well this year through Coach Wu. The team finished with an overall record of 12-6, placing them eighth in their league. The team will be competing in the playoffs. The captain is senior Jack Yu and the co-captains are seniors William Chu and Alvin Gee.

GIRLS' VOLLEYBALL

The girls' volleyball team has also finished well, with a record of 10-8, through Coach Wu. The team did not make it to the playoffs

this year. This year three seniors will be leaving the team: Betsy Kennedy, Angela Lee, and Doris Chin.

BOYS' TENNIS

The boys' tennis team has finished with an overall record of 1-13 through Coach Flemming. The captain is Kevin Birch. Three seniors will be leaving the team.

GIRLS' TENNIS

The girls' tennis team has finished with an overall record of 0-15. They were led by Coach Kennedy and captain Amy Kiley. Two seniors will be leaving the team.

WRESTLING

The wrestling team has finished with an equal amount of wins and losses. They were coached by Ed Smith and led by Captain John Earley. Shawn McCarthy, Peter McCarthy, and Jeremy Duhme went to the sectionals with Peter McCarthy and Jeremy Duhme placing. These two students went on to the state competition as well.

FOOTBALL

The football team, coached by Paul Costello, has finished 2-8. Nevertheless, the Boston Latin School Wolfpack managed to gain another win over Boston English High School at the annual Thanksgiving game. The captain is Walter Apperwhite and the quarterback is Brendan Dever. Nine seniors will be leaving the team.

SAILING

So far the record for the sailing team is 4-10. The coach is Mr. Roache and the captain is senior John McCabe.

SOFTBALL

The softball team this year finished 2-10. The team beat Lincoln-Sudbury who came in first in the league in a game of 10-9 points.



Coach Casey and Captain Betsy Kennedy of Class I led the team.

BASEBALL

So far the team's record is 12-8. The team will be competing against St. John's Prep which has a record of 16-3 in the State Tournament. The coach is Mr. Coleman and the captain is Mike Peters.

HOCKEY

The hockey team finished with a record of 14-3-2 this year. They made it to the Playoffs, but lost in the first round. The team was coached by Coach Coleman and led by Captain Daryl Dwan.

GOLF

Coached by Mr. Bennie Myers, the golf team finished 4-8. The

number one player, Dave McCabe, also the captain, and the second best player, John Bernard, were the best League and Match players. In the Individual State Tournament Qualifying Round, John and Dave shot a 79, missing the cut by one stroke. Their tournament play was one of the best in the last eight years.

SOCCER

The soccer team did not do very well this season. The team was led by coach Aris and captains: Suzanne Wilson and Molly Wilson

BLS SPRING TRACK 1989 SEASON

by Shena Stokes

The girls' outdoor track team had a terrific season. They placed fourth over all in the varsity league meet held at Lincoln-Sudbury on May 20 with outstanding performances by all members. All girls, as follows, entered in at least one event, placed: Kareena Scott, a first place finish in the 400 meters; Elaine Sylvester, a second in the 800 meters and a first in the long jump; Novella Greene, a sixth place in the discus throw; Emily Parker, a third in the 800 meters; Nonny Inthasomsack, a sixth place in both 110 and 330 low hurdles; Kathleen McCarthy, a fifth place in the two mile; and Melinda Stokes, a fourth place in the 100 meter dash. Although this may seem impressive, the girls' 4 X 400 relay team, which had previously set a school record with a time of 4:10:08 at the State Coaches Invitational in Brockton, on Saturday May 13, set

a new school record at the league meet with a time of 4:07:08. Not only was a new school record set, but also the relay qualified for the Easterns, a meet held in Longwood, New York. The 4 X 400 team also placed first at the State Class B meet on May 27, which qualified them for the All-State meet on June 3.

The boys' team didn't do so well this season. With only a few bright spots such as Aris Etheridge's fifth place finish in the 800 meters at the league meet, which gave him a qualifying time of 2:06 for the State meet, the boys' team always seemed to take their defeat in stride.

Though several key runners of the girls' team, Renee Bergeron, Candice Hughes, Heidi White, and Shena Stokes were out due to injuries, the girls' team had a successful season. There is no doubt that the girls' team will continue to improve. One reason is that

they are a team with no seniors leaving this year and another is that they have the great coaching of Head Coach Michael Glennon and Assistant Coach Ms. Banks.

SUN UP TO SUN DOWN

by Erin O'Reilly

On Saturday May 6, the BLS track team held its "sun up to sun down" fundraiser at the Jamaica Plain High School. Members were pledged to run a continuous relay beginning in the early hours of the morning and finishing up in the evening. Last year over one thousand dollars were raised to purchase uniforms, spikes, and other needed equipment. This year Betsy Monge of Class II, Kristen Reidt of Class III, and Rachel Barry of Class IV ran the farthest, each with a total of thirty miles.

Have a
Great
Summer
Vacation!

Stay
Active
and
Healthy!

class of



REMEMBERS . . .